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ABSTRACT

This teaching guide on the body for 4-year-olds is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The six sessions in this guide for 4-year-olds cover: (1) "my inside body parts"; (2) "my heart beats and my blood vessels carry blood that my heart pumps"; (3) "my lungs breathe"; (4) "my body needs healthy foods"; (5) "my stomach digests"; and (6) "doctors help my body." Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, they are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

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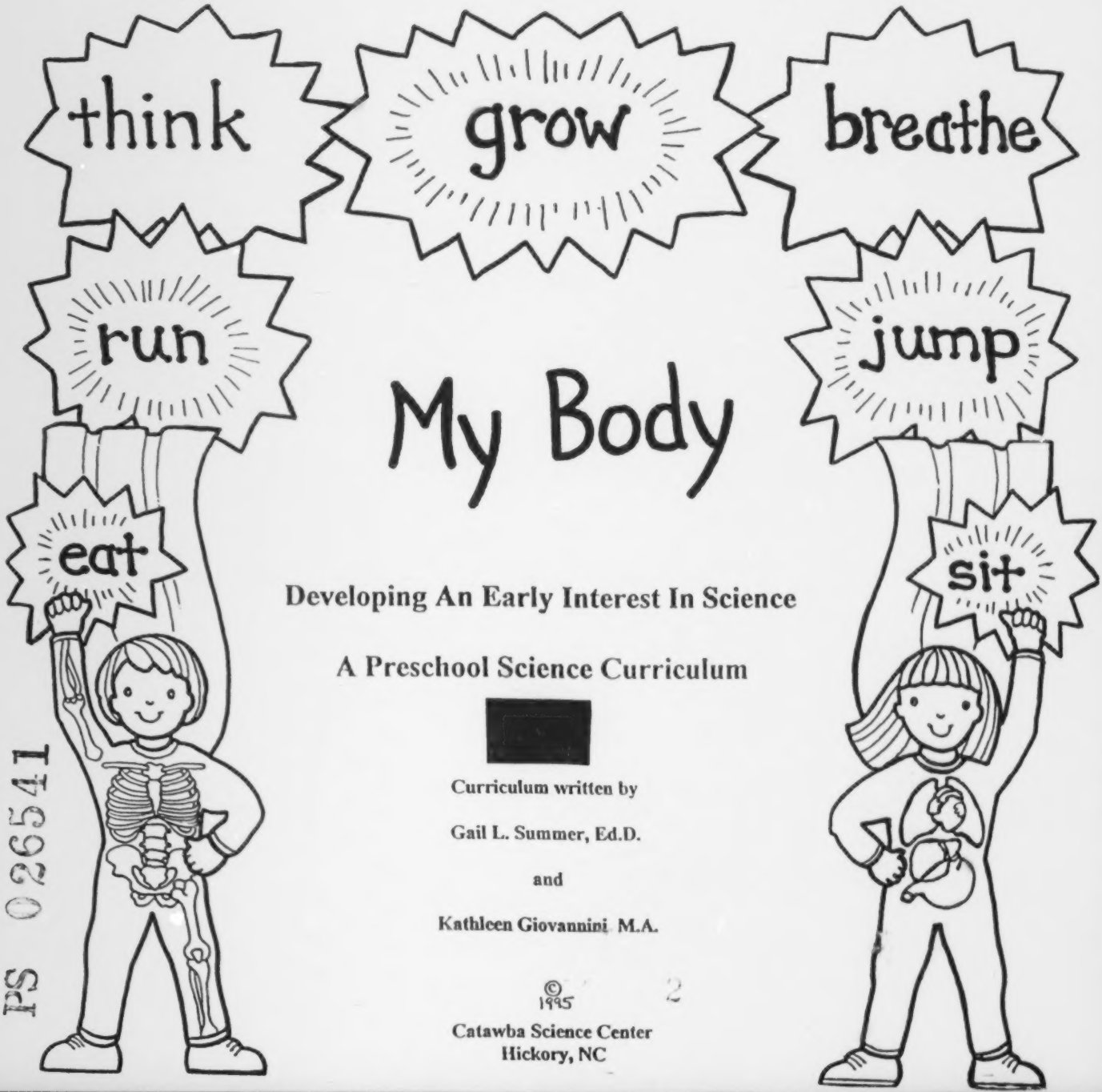

My Body

Developing An Early Interest In Science

A Preschool Science Curriculum

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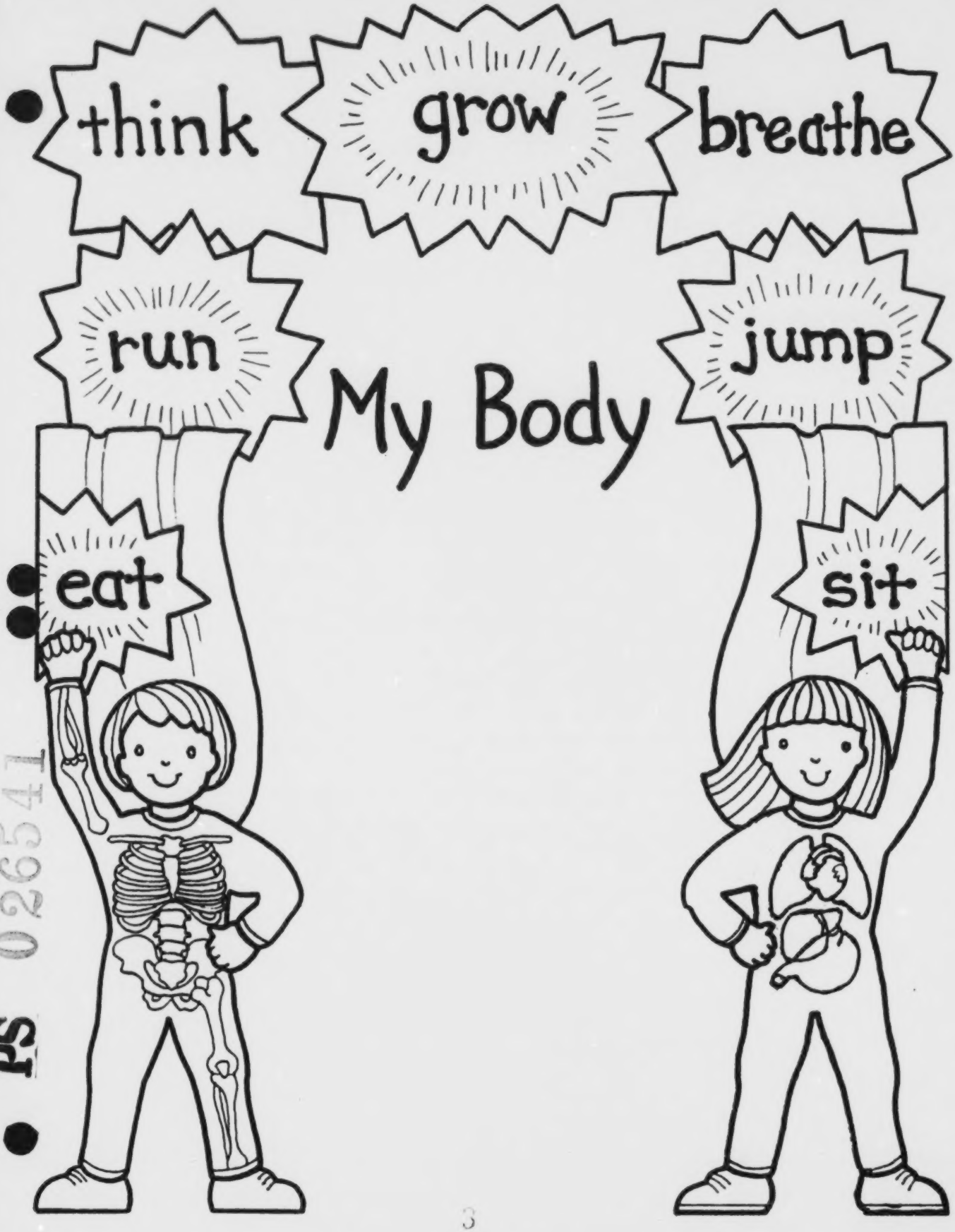

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Introduction

Philosophy

Developing an Early Interest in Science has been designed to not only develop an early interest in and enthusiasm for science, but also to excite young children about learning and discovering in general. While science is the content, the approach with which that content is presented is crucial to the success of developing an early interest in science and learning.

The young child learns in unique ways. The young child must experience science concepts. Simply talking about scientific concepts doesn't allow the child to understand and therefore attach meaning to the concepts. Perhaps the old Chinese Proverb, "I hear and I forget; I see and I remember; I do and I understand" is a good reminder of how the young child needs to experience the world. Doing is the key.

Given how the young child learns, **Developing an Early Interest in Science** is based on a modification of the Plan, Do, Review approach devised by High Scope in Ypsilanti, Michigan. The Plan, Do, Review approach introduces the concept and choices for the day, then allows each child to "plan" their activities by stating their choices for that day. After each child "plans," each implements his/her plan by "doing," or engaging in the activities selected. While the children are "doing," the teachers are interacting with them, asking questions to further elaborate the learning. After "doing," the children regroup and "review" by sharing what they did while interacting with the activities that day. The purpose of the Plan, Do, Review approach is to allow children control over their learning, while still holding them responsible for what they are learning.

Program Description

Developing an Early Interest in Science has been designed to be an outreach early childhood program. In its original form, a science educator from the Catawba Science Center in Hickory, NC visited child care/early childhood programs on a bi-weekly schedule. With each visit, one session was shared with the children. Teachers in the child care programs participated in training workshops prior to each new unit (units consisted of 4-6 sessions). The purpose of the workshops was for the teachers to make resource activities they used in their classroom after the session and to also gain an understanding of the concepts to be better able to assist the science educator while she was in their classroom.

Replication of the program in its original form is possible, but variations are also possible. The sessions could be presented at a science center with the children travelling to the museum rather than the educator travelling out to the children. The sessions may also be presented to small groups of parents and their preschoolers at a science museum for a brief morning session, somewhat similar to the library story hour idea enjoyed by parents and preschoolers for years. The sessions are also easily adaptable by teachers in child development centers for use in their own classrooms. Each session provides suggestions for numerous center ideas to enrich science activities throughout the preschool curriculum. With a little flexibility, the curriculum presented here can fit many formats and needs.

Session Description

In **Developing an Early Interest in Science,** each session begins with a circle or group time, with a song to say hello to everyone, and a story to introduce the concept for that

session. Children are then introduced to all the possible activities for the session. As the activities are shared, they are placed in learning centers around the room. After the activities are all introduced, and the children have watched where each has been placed in the learning centers, the children "plan" as they are asked one by one what they would like to do during that day's session. (This whole introductory process takes about 10 minutes.)

As children make choices, they are dismissed from the circle to begin the "do" part of the cycle by engaging in their choices in the learning centers. Adults join the children in their activity in centers by floating from center to center to engage children in questions which enhance their activity and understanding. As children complete one activity, they may choose another activity in their plan. Children are not expected to rotate through the activities on an adult schedule or in groups of prearranged partners. Some children may only complete one activity during a session due to total engagement with that activity, and that's just fine. Other children may complete several activities and that's acceptable too. There is no predetermined number of activities which should be completed and no child is forced to interact with a particular activity.

After the time for "doing" has been completed (usually about 25 minutes), the children return to the circle group time to share ("review") what they did in centers. The teacher often helps this process by asking "Johnny, what did you play with in centers today?" When a child has a hard time remembering, or is quiet and unsure of reviewing at first, the teacher can help by suggesting, "Did you play with the magnets today? What happened when you used the magnet?" The teacher is able to ask Johnny about his "plan" because she floated through the centers and observed what each child did. (Reviewing takes about 5 minutes.) After each child has had a chance to review, the concept for the session is reemphasized or recapped by the teacher, and the session is ended.

Activities

The activities which are included in **Developing an Early Interest in Science** are all hands-on, manipulative activities. Every effort is made to make the concept for each session real and meaningful for children by allowing them to experience it. For example, rather than just talk about the fact that water flows because it is a liquid, the children actually pour water through clear tubes and watch the flow in action. Rather than talk about internal body parts children can't see, special dolls are used which allow children to uncover those hidden inside body organs such as hearts and lungs. Whenever appropriate books and puppets are used to enhance language. Science develops wonderful vocabulary! Puzzles are used to help children develop fine motor skills and explore science.

Real materials are used whenever possible. Real butterfly displays are explored rather than exclusively using colored pictures of butterflies. Real rocks of a wide variety are provided. Both real and replica fossils are manipulated. There is much to be said for allowing children to experience the "real thing." Yes, some science materials are fragile, but children will never learn to be careful unless there is reason to be so. Imagine touching and feeling a real fossil from a dinosaur! It takes little enticement to be gentle with a thing so old, if children are only reminded just how precious fossils are.

Resource Activities

Developing an Early Interest in Science has also been designed to include resource or enrichment activities to further extend the concepts from each session. Some resource

activities suggest the use of real objects easily obtainable. Many other resource activities are made with patterns to produce manipulative games with which to review session concepts. Masters of the patterns and directions for their use are included with the curriculum. A brief listing of the resource activities made from the patterns along with additional suggested activities can be found in the session descriptions. More detailed directions for assembly of patterns to make the resource activities can be found in the teacher resource activity section. Lists of suggested books, fingerplays, and songs to be used by the classroom teacher in order to infuse the science concepts throughout the child's day are also included in a separate section of the curriculum.

Using **Developing an Early Interest in Science**

Whatever format meets your particular needs, it is important that you read the session through before trying it. As you read the session procedure, try to picture how and where you will lay out the center activities. Review the storybooks suggested and read them before the sessions. Practice the fingerplays before the session too. Anticipate the questions children will ask. Perhaps most important, get excited about what you will be sharing with the children! Your enthusiasm is contagious!

A suggested list of materials used in the centers is included with each unit. From time to time, materials are discontinued by manufacturers. If this should happen before you can access the materials suggested, review the session to determine how that particular material was used and select a substitute item. While the materials suggested worked well, there's nothing to say that a substitute item might not do just as well or even better.

Most important in using **Developing an Early Interest in Science** is to encourage children to play, interact, and enjoy. An early interest in science cannot be developed if children are chastised for messes and trying something that wasn't the adult intention. Science requires hypotheses and tests for hypotheses. Children are natural "little scientists" if allowed to explore. So relax and watch those little scientists blossom!

My Body

Session Activities

Four-Year-Olds

MY BODY

Four-Year-Olds

Session 1

CONCEPT: My inside body parts. (Children will become familiar with many internal body parts and their function.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a body fingerplay to introduce the day's concept.

2. Then, reinforce the concept by using flannel board pieces to review external body parts. Build a body with the flannel board pieces one piece at a time. As each piece is put on board, name it and ask the children to point to that same part on their own body.

3. Now that the main body parts have been reviewed, review what gives our body shape--the skeleton. Encourage the children to feel their bones in their wrists, knees, etc. Put up the flannel board skeleton over the body from step 2.

4. Introduce the Youth Torso. Tell the children that the Youth Torso has special inside body parts just like they do. Open up the torso. Ask the children what is inside. Name the internal body organs as you take out each one.

5. Next, read part of <u>What's Inside You?</u> Ask the children to look for parts that were named in the torso. Discuss the parts inside and ask the children to point to where these parts are in their bodies.

6. Refer to the internal organs from the torso. Name these again as you point to them. Next, put the flannel board internal organs on the large flannel body on the flannel board. Have the children point to their internal body parts as the matching flannel piece is put on the board.

7. Do a fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music while the children are in the centers. The center options today are:

A. Provide the Body Bingo game to be played with an adult. Reinforce body part names as you play the game. Also, allow children to point to their own body parts as they are playing the game. Allow 3-4 children at this center.

B. Provide the Anatomia Game to be used with an adult. The children will be able to put the large bodies into the puzzle frames as you talk about the various systems of the body. Do not expect the children to actually "play" the game. Allow 2-3 children at this center.

C. Provide the anatomy aprons (used in the three-year-old kit) in a center and let children play with them by matching up the internal organs to the outlines on the aprons. Remind them of the internal body parts. Help them to identify those internal parts they cannot remember. Allow 4 children at this center.

D. Provide the Some Body game. Pre-select only those internal body organs discussed in circle time. The body organs are colorform-type pieces in this game which the children place on the body in the correct places. Allow 2-3 children at this center.

E. Provide the Mini Youth Torso in a center and let children explore it with an adult. Help children to identify body parts both within the Torso and where they would be located within their own bodies. Allow 2-3 children at this center.

F. Provide an assortment of fact and fiction books about body parts. If a child asks you to read to them, do so. Point out body parts to the children, see which ones they can identify. Allow 3-4 children at this center.

G. Provide the layered body puzzles in a center. As the children take apart each layer, explain to the children that this is how our bodies are made up of many systems. Allow 2 children at this center.

H. Provide the Two Friends floor puzzle in a center. Have the children identify and review external body parts and compare them to their own. You can also have the children count body parts, such as legs, arms, etc. Allow 2 children at this center.

8. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time. Next, use the large flannel board set to review the internal organs. Let the children help you to identify the parts.

9. Then, play a game of "Simon Says" using the flannel board set in step 8 above. Point to the flannel parts and encourage the children to touch those parts on their bodies as Simon directs.

10. Sing a good-bye song and collect name tags.

RESOURCE KIT:

1. Use the patterns to make a lotto game of internal body organs to match.

2. Use the patterns to make a puzzle of an empty body outline onto which the children place internal body organs in their correct places. The children also then place the clothed child on top of the body and its body organs.

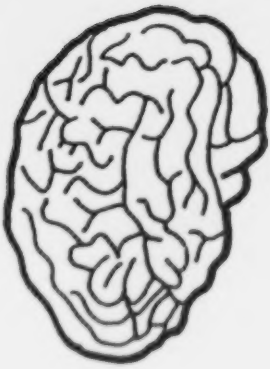
3. Use the patterns of the large internal body organs to make anatomy aprons from T-shirts.

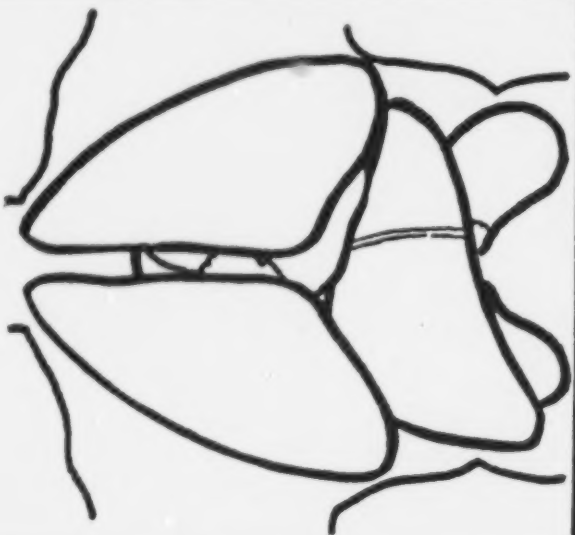
4. Use the patterns to make a tabletop puzzle or flannel board set of a large body shape, internal organ pieces, and a skeleton.

5. Use the same patterns in #4 above to make a flannel board body puzzle.

6. Use the same large internal body organ patterns from the anatomy apron to make stencils to trace.

7. Provide die-cut people pads onto which children can draw internal body parts.





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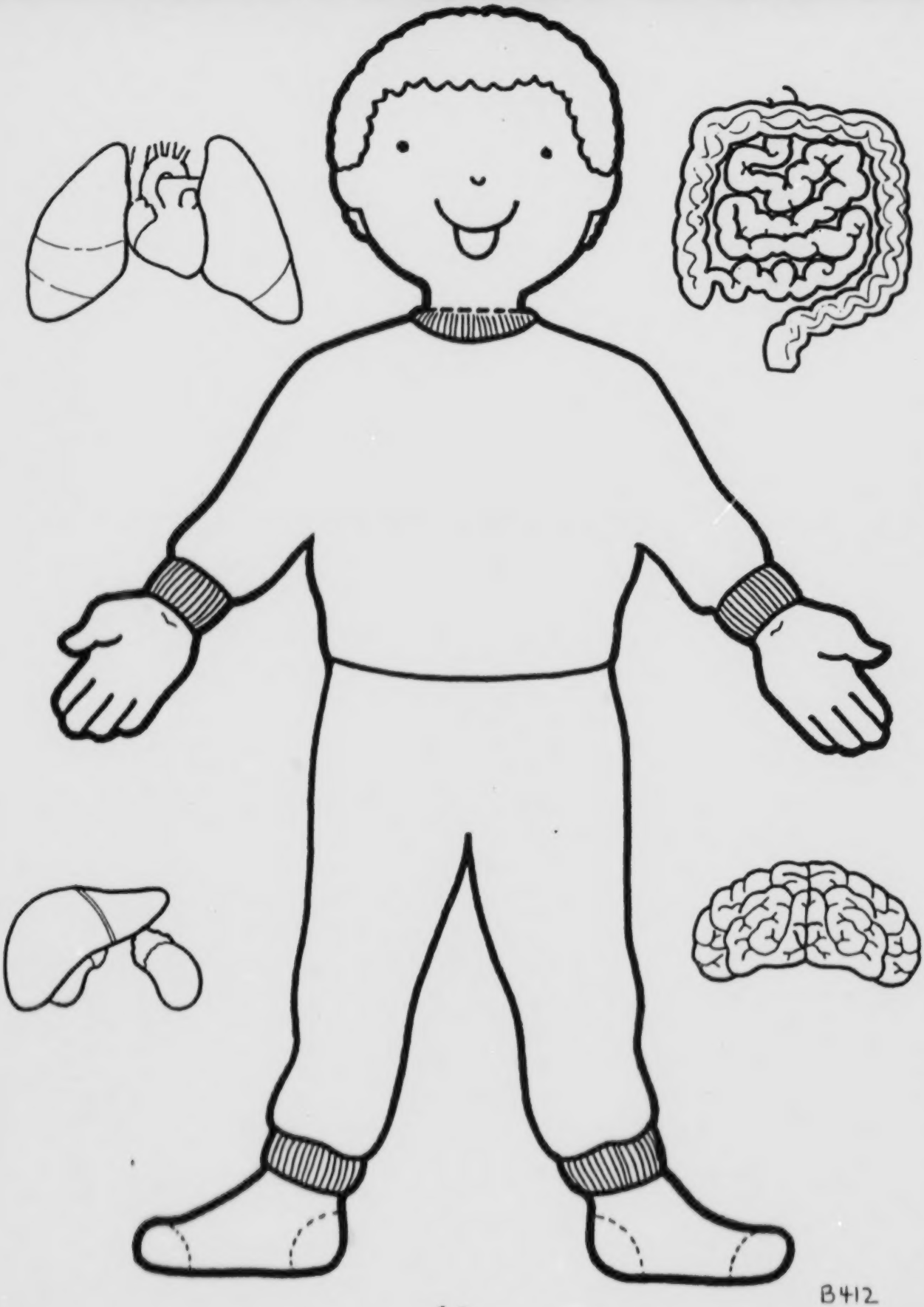
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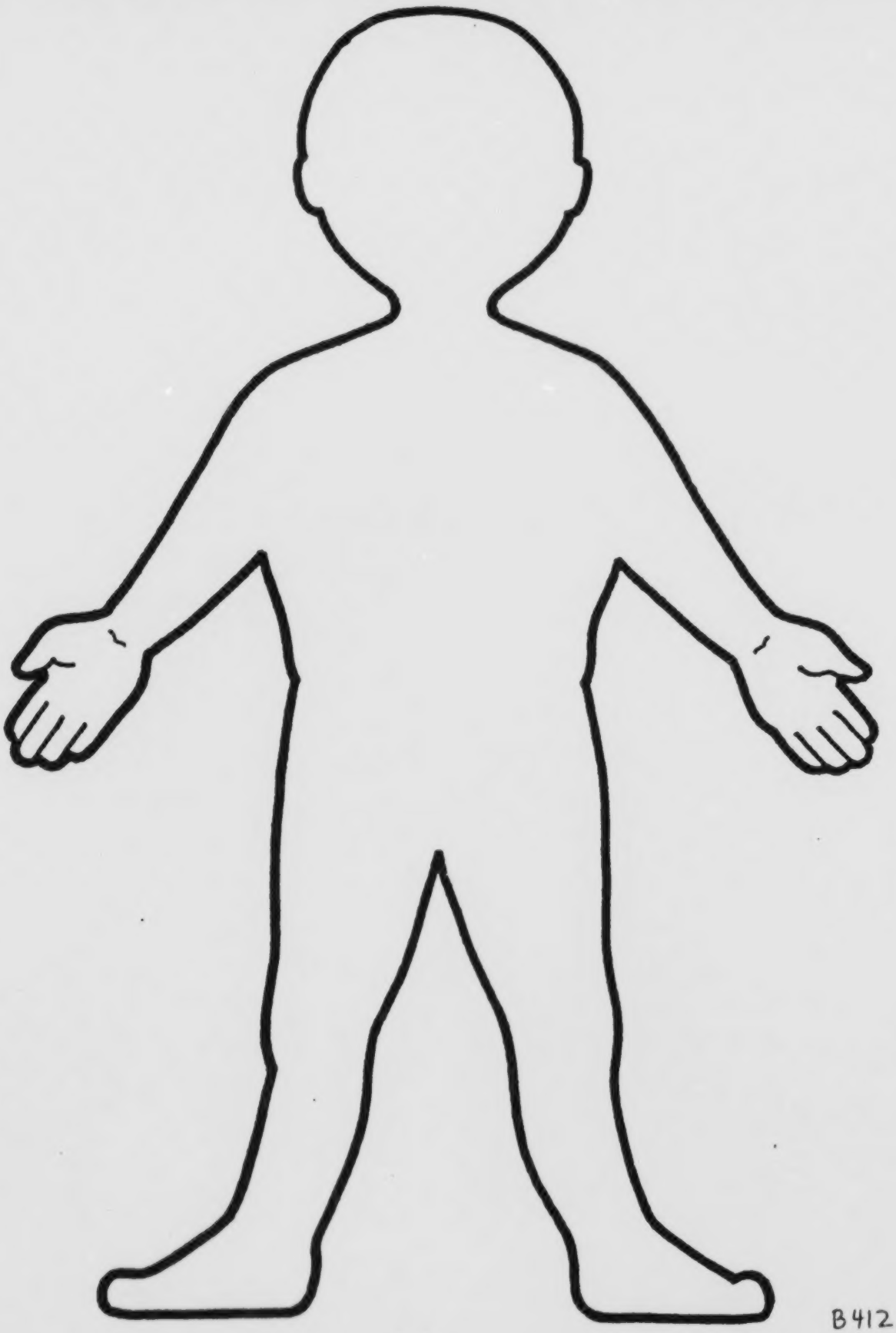

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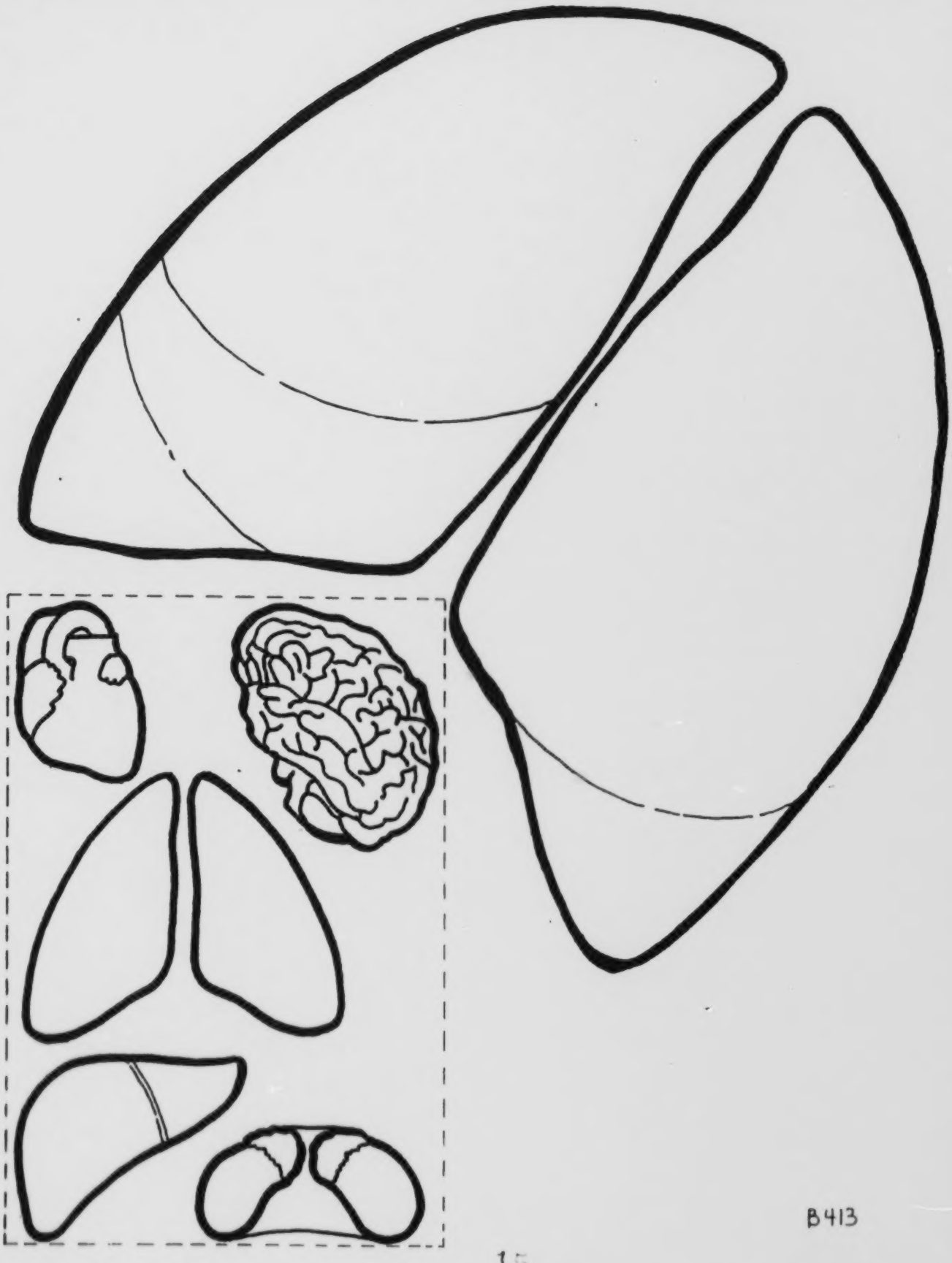

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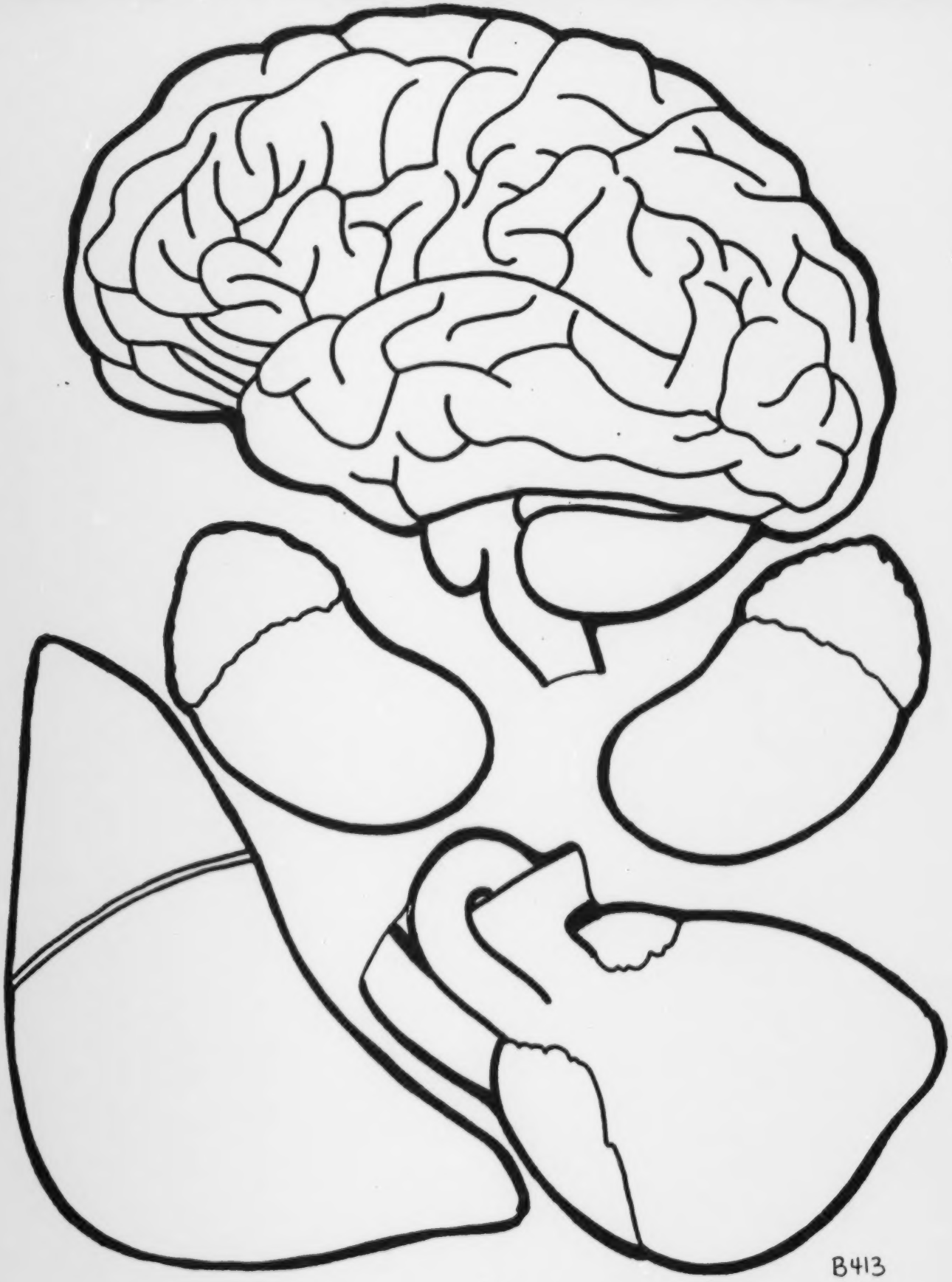
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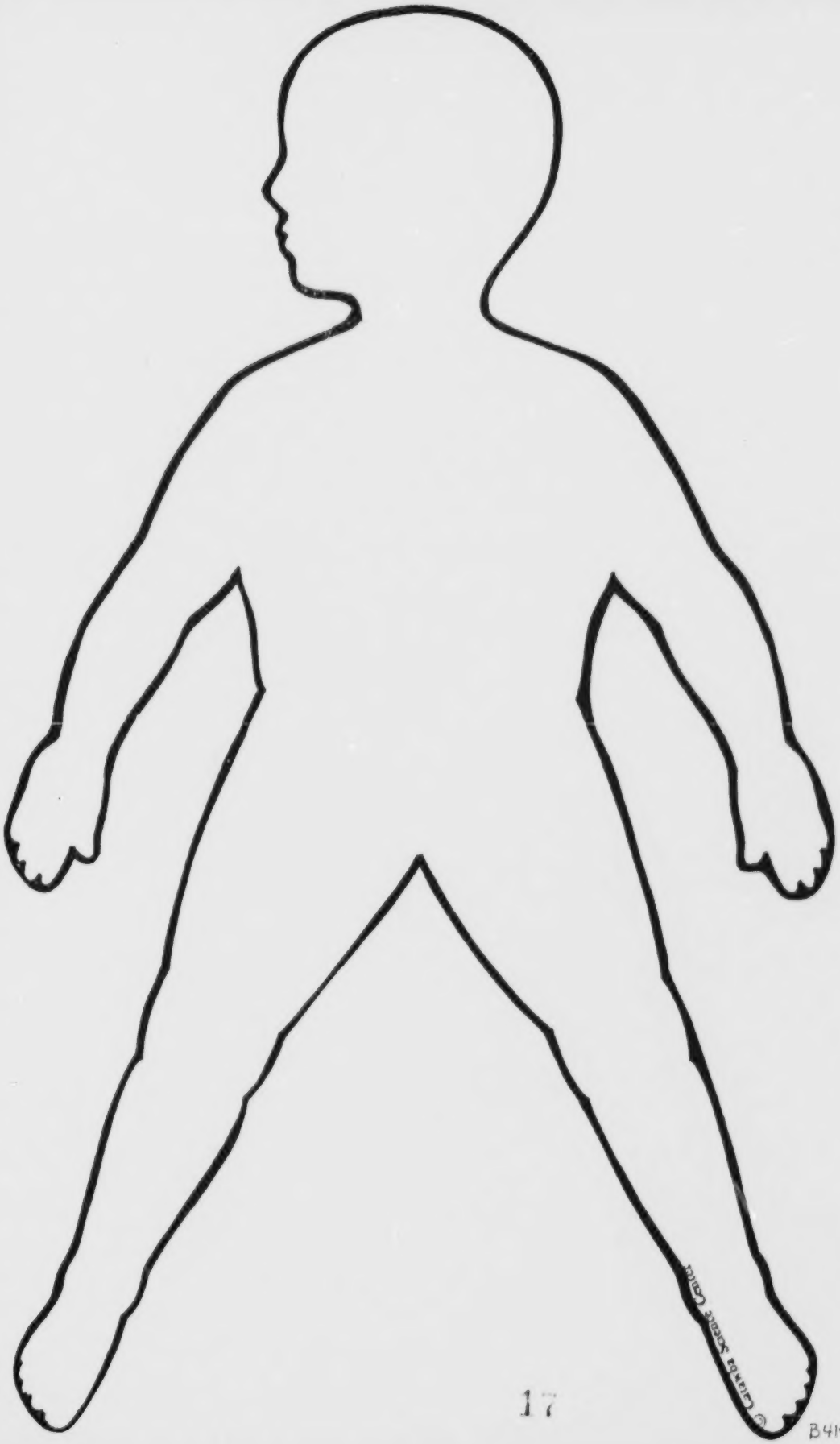

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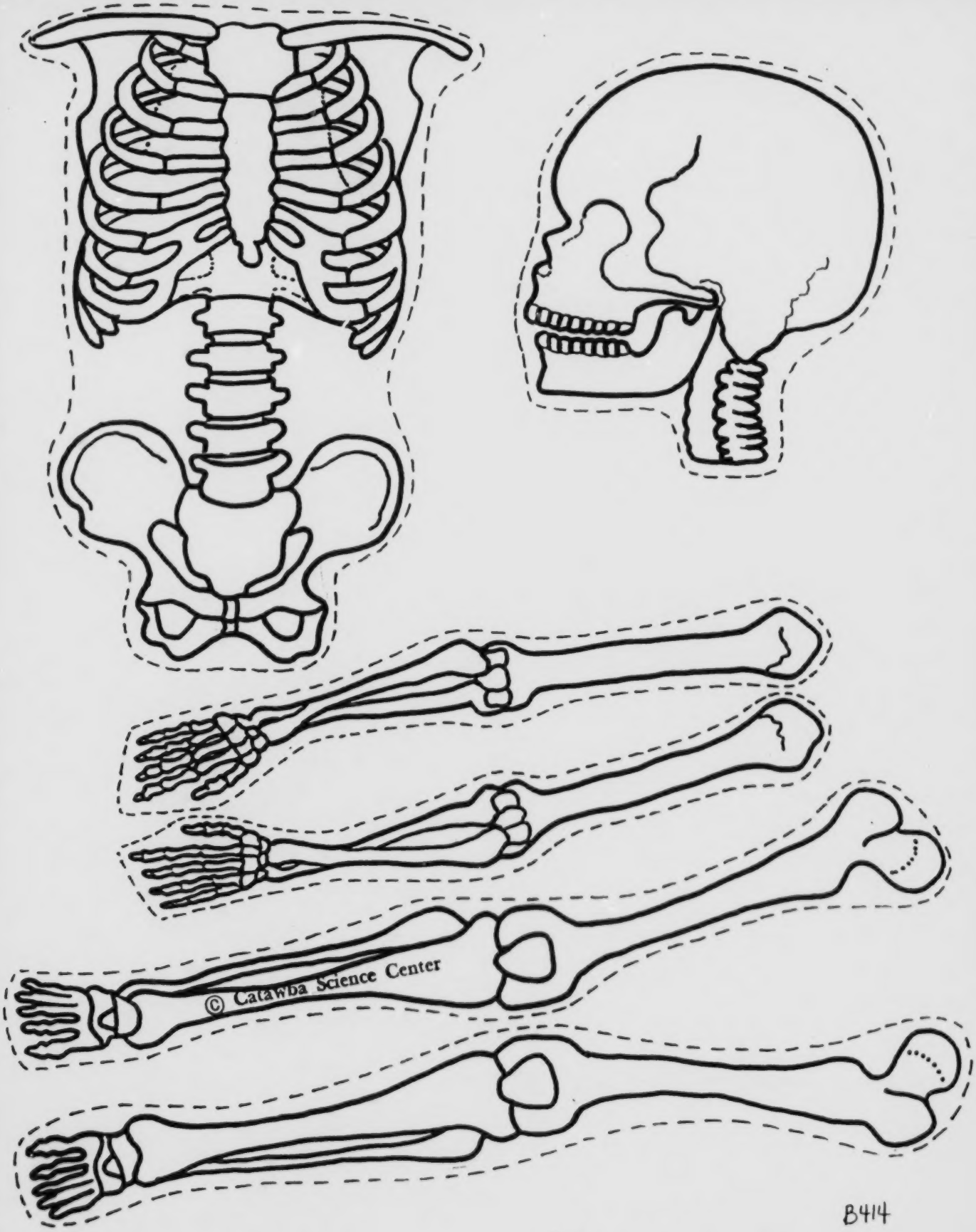

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MY BODY

Four-Year-Olds

Session 2

CONCEPT: My heart beats and my blood vessels carry blood that my heart pumps. (Children will become familiar with the heart and blood vessels and what they do.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a body fingerplay to introduce the day's concept.

2. Use the Youth Torso to review the inside body parts. Emphasize the heart and blood vessels. Ask the children to make a fist. Tell them that their fist is how big their heart really is. Have children put their fist on their chest where they think their heart is. Tell the children to be very quiet and they will feel their heart beat.

3. Tell the children that the doctor listens to your heart in your chest. There are other places you can feel your heart beating. Ask the children to try and find them. Next, distribute the stethoscopes so that the children can hear their hearts beat. Then, have the children run in place. Now tell them to feel their hearts. Ask the children if it is pumping harder. Let them listen to their hearts with stethoscopes again. Talk about the difference in their heart beat before and now that they have run in place. Ask them why they think there is a difference.

4. Show a picture of the human heart. First, ask the children if they know what this is a picture of? If no one guesses, tell them. Then say we feel our hearts because they are busy working, pumping blood all through our bodies. Introduce Dudley the Functioning Torso and demonstrate the heart pumping with the torso. Call attention to the tubes that run around Dudley. Explain that these are Dudley's blood vessels which carry the blood Dudley's heart pumps to all parts of his body. Encourage the children to look at the backs of their hands to see some of their blood vessels. Explain that vessels are special tubes we have all through our bodies.

5. Do a fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as

they play to reinforce the concepts for the day. Play music from a record while the children are in the centers. The center options today are:

A. Provide several water pumps at a center, some with tubing and some without. Allow children to explore how they work. Show them how the pumps with tubing work like our vessels and hearts. Explain that our hearts are big pumps for our bodies. Allow 3-4 children at this center.

B. Provide several stethoscopes at a center. Allow children to listen for their own and each other's hearts. Remind children of the work the heart is doing. Ask some children to run in place and some to sit quietly, so that they can compare each others' hearts. Allow 3-4 children at this center.

C. Provide a variety of books for children to read in a center. Read books to the children at their request. Ask children to try and find hearts and other body parts that they recognize. Allow 3-4 children at this center.

D. Provide body puzzles from Session 1 and some from the three-year-old Session 2 for the children to put together. Remind children of the inside body parts and how the heart pumps differently depending upon the activity we are doing. Allow 3-4 children at this center.

E. Provide the youth torso in a center so that children can explore it with adult supervision. Ask the children to identify body parts that they recognize. Help them to identify those body parts that they do not recognize. Allow 2-3 children at this center.

F. Provide Dudley for exploration with adult supervision. Ask children to find the body parts on themselves and Dudley. Encourage the children to listen to Dudley's heart with the stethoscope, too. Allow 2-3 children at this center.

6. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time. Next, show the water pumps again. Ask the children what the water pumps are supposed to be like in our bodies. What happened when you pumped fast? Slow?

7. Then, read <u>What's That Noise?</u>. Ask the children to watch for what is making the noise in the story you are about to read.

8. Sing a good-bye song and collect name tags.

RESOURCE KIT:

1. Use the patterns to make a heart puzzle. Cut the heart into pieces for the children to put together again.

2. Use the patterns with pictures showing quiet activity and active activity for the children to sort. Call attention to how the heart works when engaged in quiet versus active activities.

3. Use the patterns to make tortoise and hare stencils. Retell the story. Who made their heart work hardest in the story?

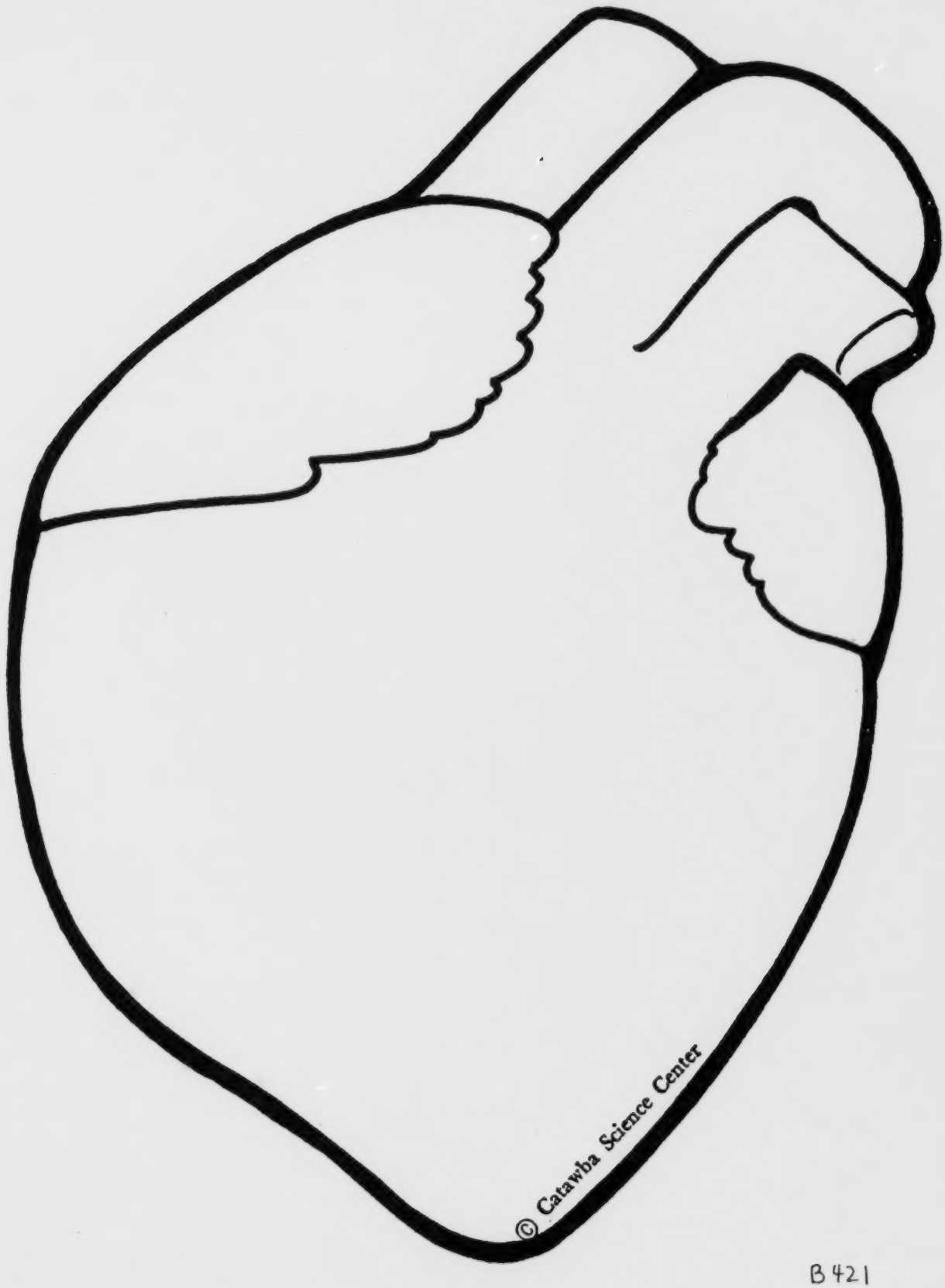
4. Use the patterns with pictures of low activity and high activity for the children to sequence showing low activity (sitting) to high activity (running).

5. Use the patterns of the torsos with mazes to make "circulatory mazes" for the children to trace the "circulatory system."

6. Use the open body outline and suggest the regular teacher provide colored glue (red and blue) for the children to drizzle on the outline the vessels of circulatory system.

7. Provide water pumps and tubing for each classroom to be used in the water table.

8. Suggest that the classroom teacher make stethoscopes with paper cups. See directions in the teacher resource packet.



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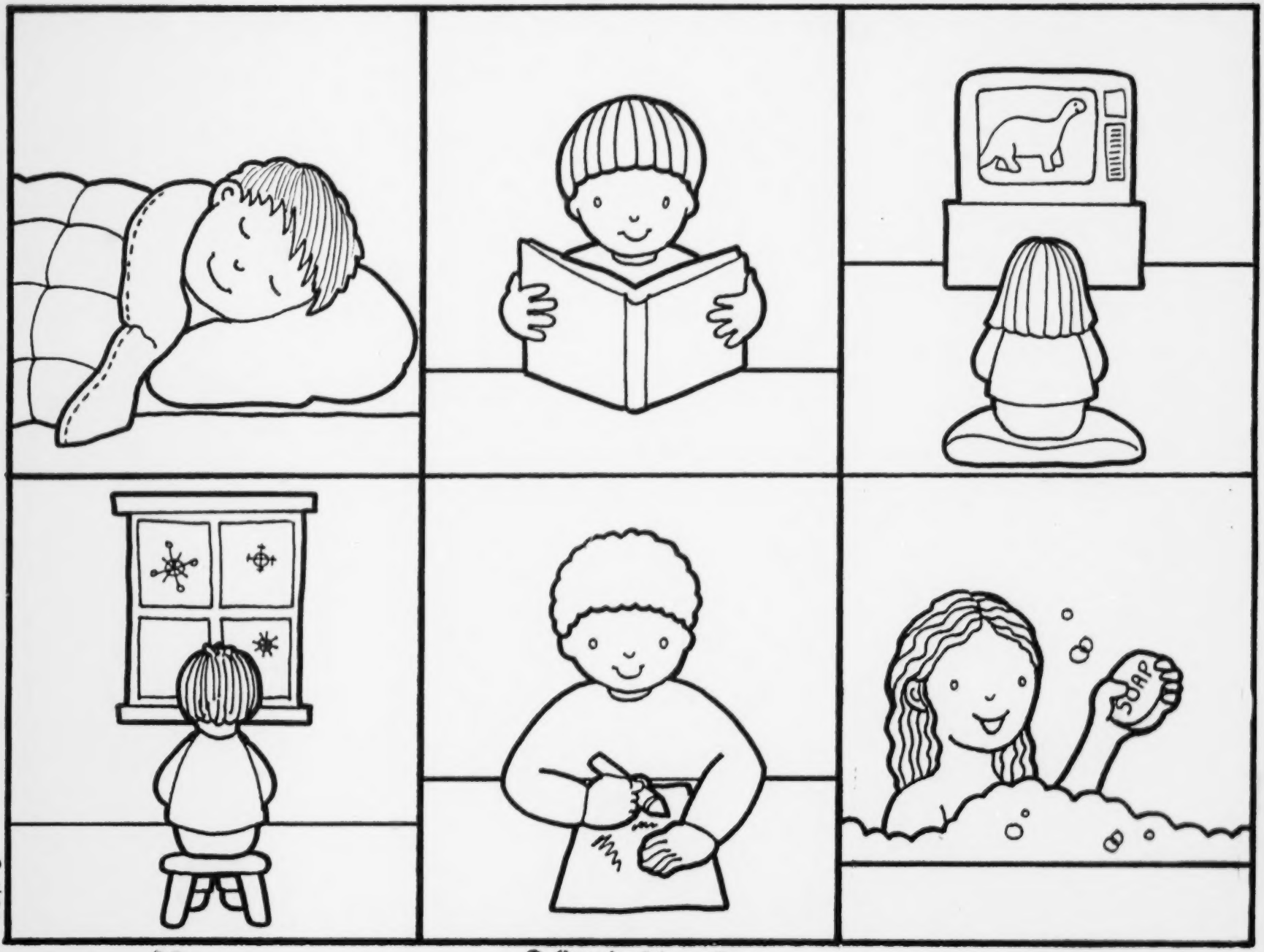

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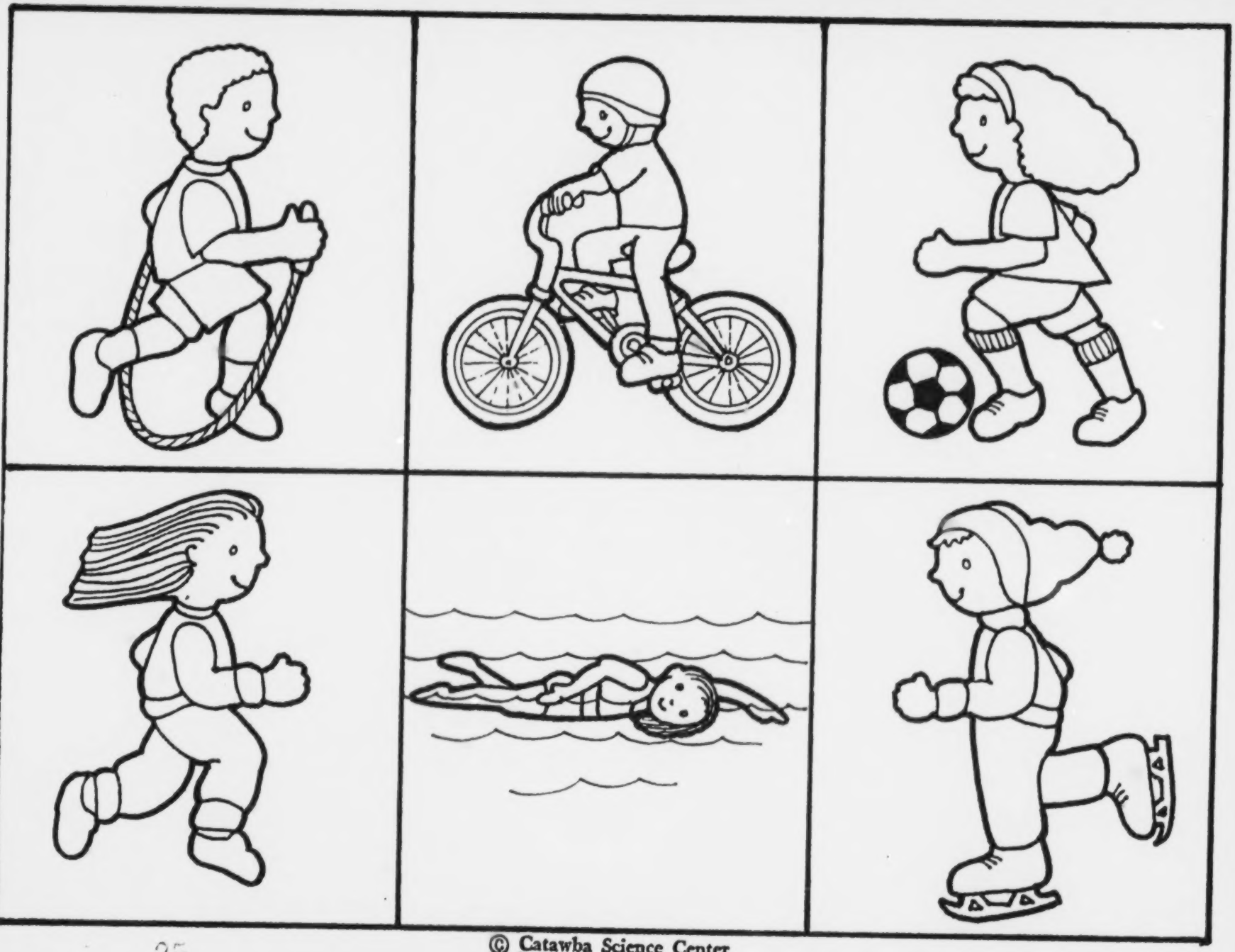

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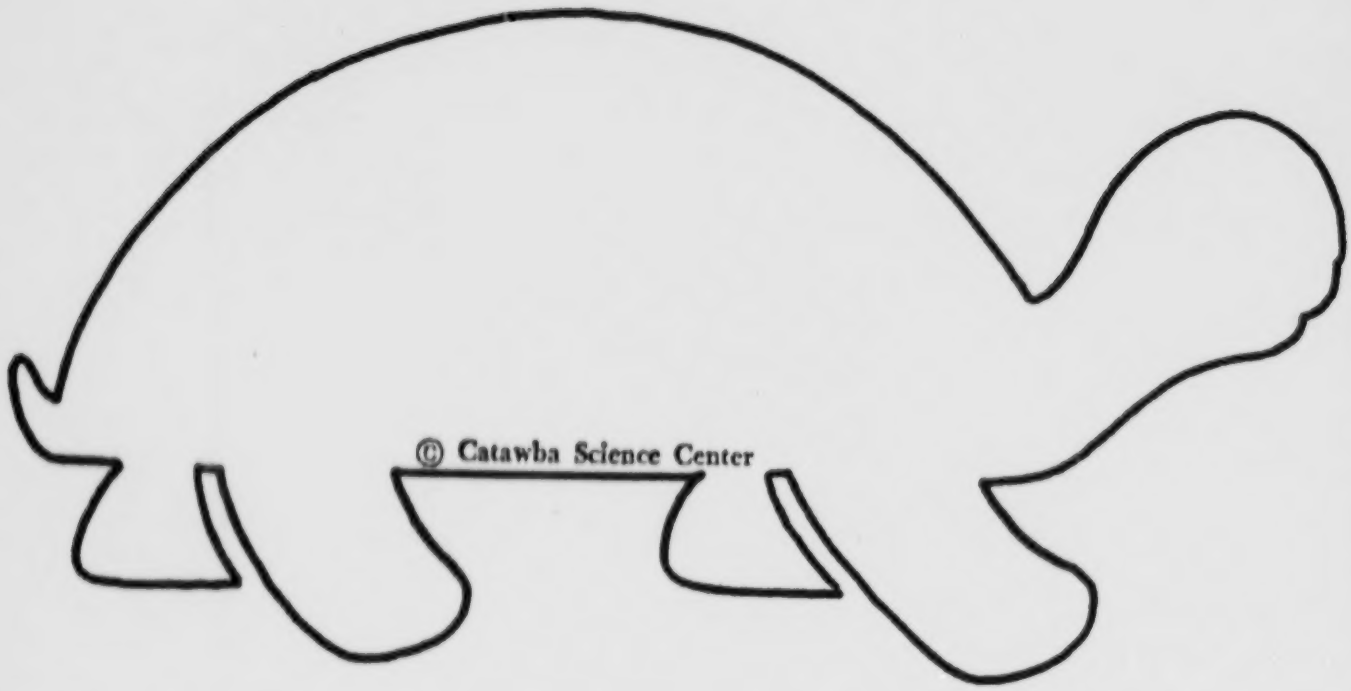

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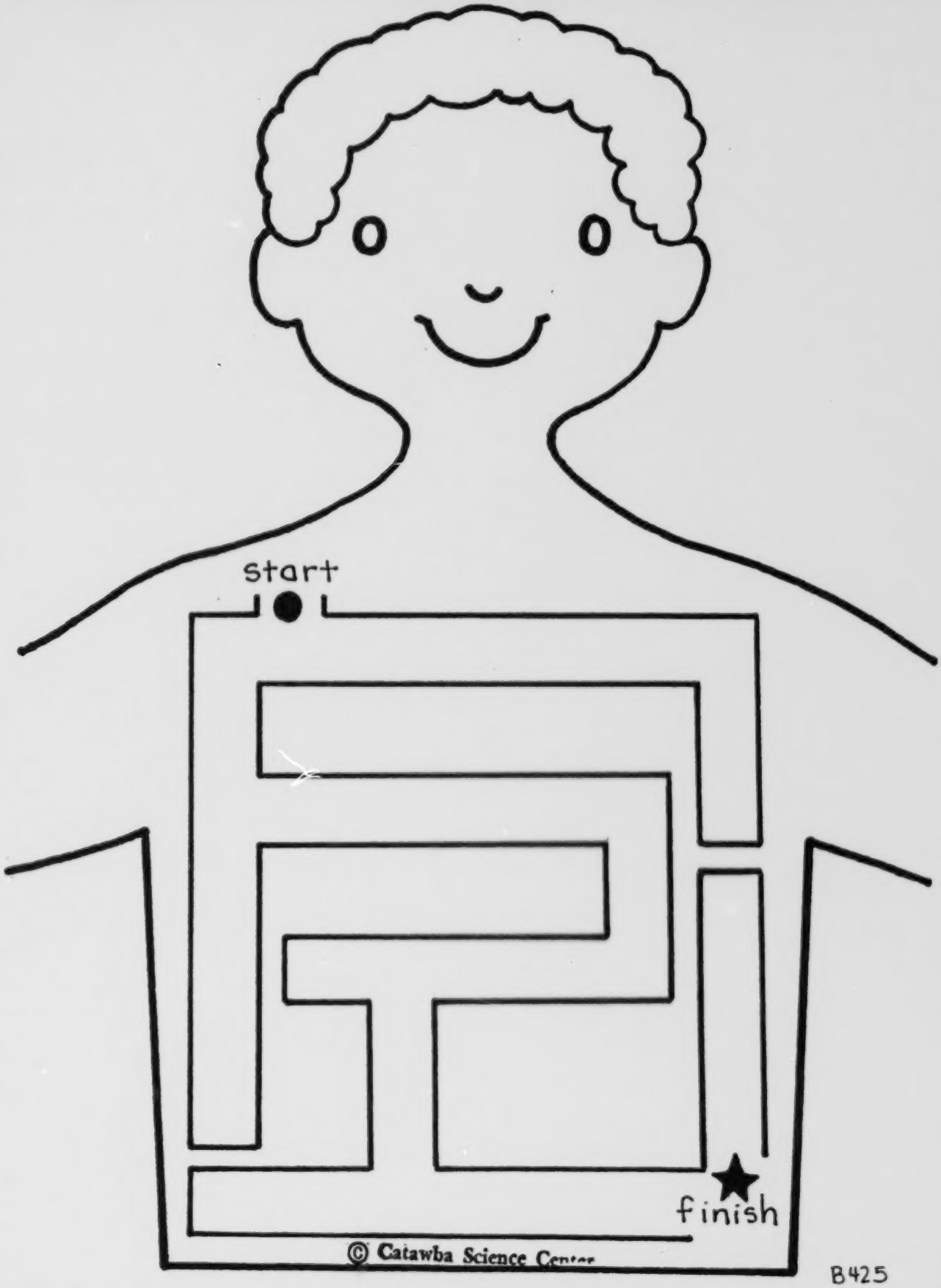
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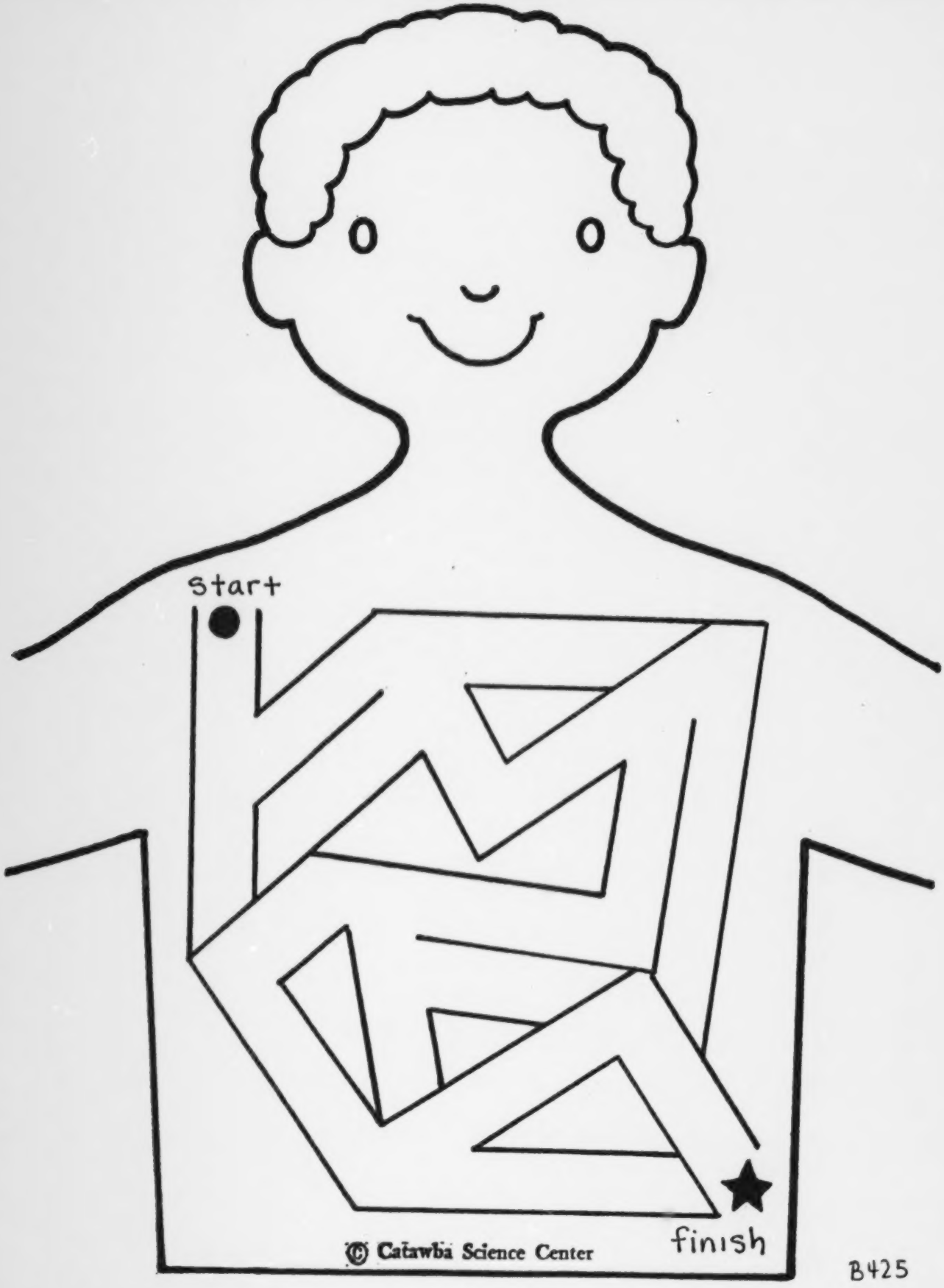
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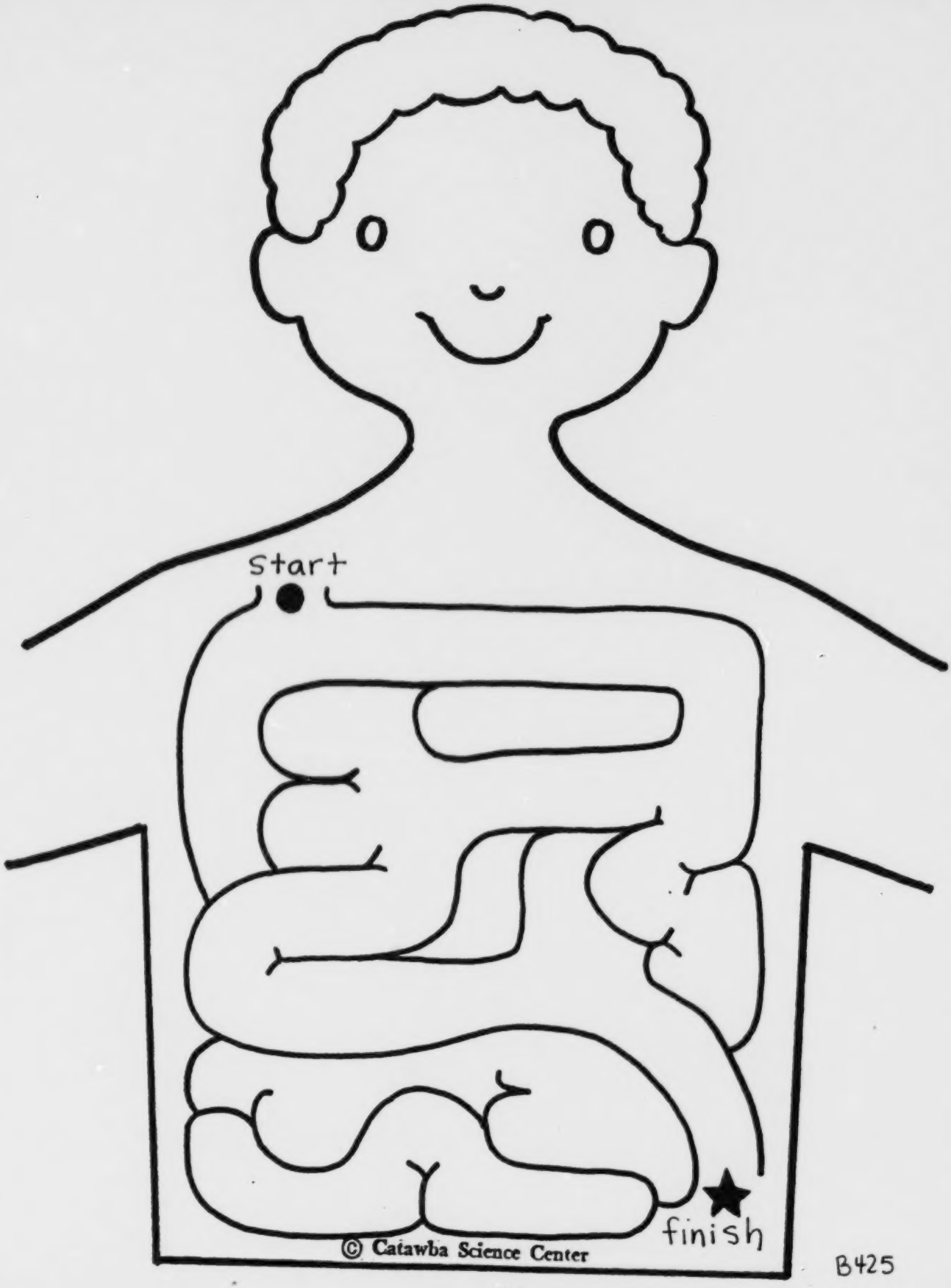
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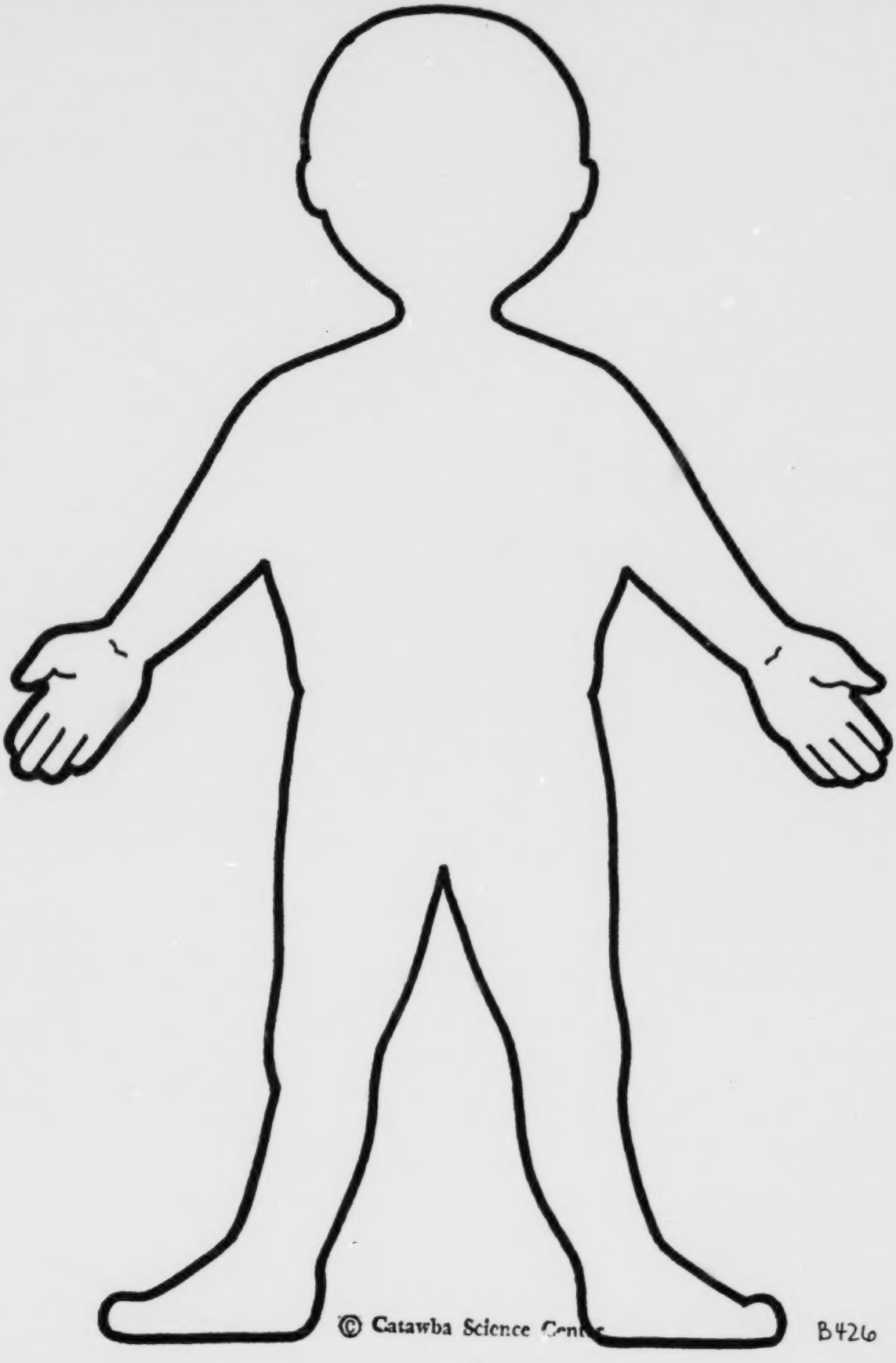
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B426

MY BODY

Four-Year-Olds

Session 3

CONCEPT: My lungs breathe. (Children will become familiar with lungs and what they do.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a fingerplay to review internal body parts and introduce the day's concept.

2. Next, review the heart. Then go on to the lungs. Open the Youth Torso to show where the lungs are. Help the children find where their lungs would be. Demonstrate with the working lungs on Dudley. Remind the children how the skeleton (ribs) protects the lungs.

3. Next, read or do a flannel board of The Three Little Pigs. Have the children breathe in and hold their breath. Then, have the children breathe out putting their hand in front of their mouth. Ask the children what they feel? Tell the children that their bodies breathe in air. It goes in your nose or mouth, down your wind pipe and into your lungs. Breathe in again, putting hands on your chest. Do you feel it get bigger? Let the air out, do you feel your chest get smaller? Tell the children that some people have trouble breathing, asthma sometimes makes it hard to breathe. People with asthma have an illness that they cannot help. Others make their lungs sick when they smoke. People who smoke have lungs that are sick and don't work the way they should.

4. Next, have the children run in place. Tell them to notice that their breathing in and out is faster. Tell the children that lungs work harder just like the heart when we exercise, run, jump, play.

5. Do a fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music while the children are in the centers. The center options today are:

A. Provide a lung model in a center for the children to explore with an adult. Talk to children about what is happening as the balloons inflate inside the model. Allow 2-3 children at this center.

B. Provide Dudley in a center and let the children (with adult supervision) see how the lungs work. Review the heart with the children. Talk about how both the heart and lungs have to work harder when we are moving. Allow 2-3 children at this center.

C. Provide the layered body puzzles in a center for the children to put together. Have the children discuss the body parts while they are working the puzzle. Allow 3-4 children at this center.

D. Provide the lung volume kit in a center and let the children explore its operation with an adult. The children inflate the long tube with one big breath. Who can inflate it the most? Provide separate tubes for each child's use and clean with a bleach solution after each session. Allow 2 children at this center.

E. Provide a variety of books for the children to read. Read to children at their request. Encourage the children to find and identify body parts that they know or have learned about. Allow 3-4 children at this center.

F. Provide a spirometer in a center for the children to use with adult supervision. Why does the ball move when you blow into the spirometer? The children can see their lungs at work. Use a separate tube on the spirometer for each child and clean at the end of the session with a bleach solution. Allow 2-3 children at this center.

G. Provide a "blow toy" in a center for the children to use with adult supervision. (A special "blow switch," used by people with certain disabilities, is designed to make battery-powered toys operate when air is puffed through the tube on the switch. Special battery-powered toys which are adapted to be connected to the blow switch must also be provided.) To operate the toy, the children must blow through the tube on the switch. Use a separate tube for each child and clean with bleach solution at the end of the session. Allow 2-3 children at this center.

NOTE: Balloons have NOT been used during this session. While blowing up balloons may seem like a perfect activity for young children to engage in to see the effect of their lungs, balloons are extremely dangerous for young children and should not be used!!

6. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Next, brainstorm with the children on ways we use our lungs.

7. Then, play a part of a relaxation song (Quiet Moments with Greg & Steve) to settle children. Ask children to watch their chests rise and fall as they breathe in and out. Remind them that this is their lungs filling up and pushing out air.

8. Sing a good-bye song and collect name tags.

RESOURCE KIT:

1. Use the patterns to make a lotto game of ways we use our lungs to be matched.

2. Make pinwheels and use your lungs to make them go!

3. Make sailboats for water table and use your lungs to make them sail!

4. Suggest that the classroom teacher provide whistles for outside play.

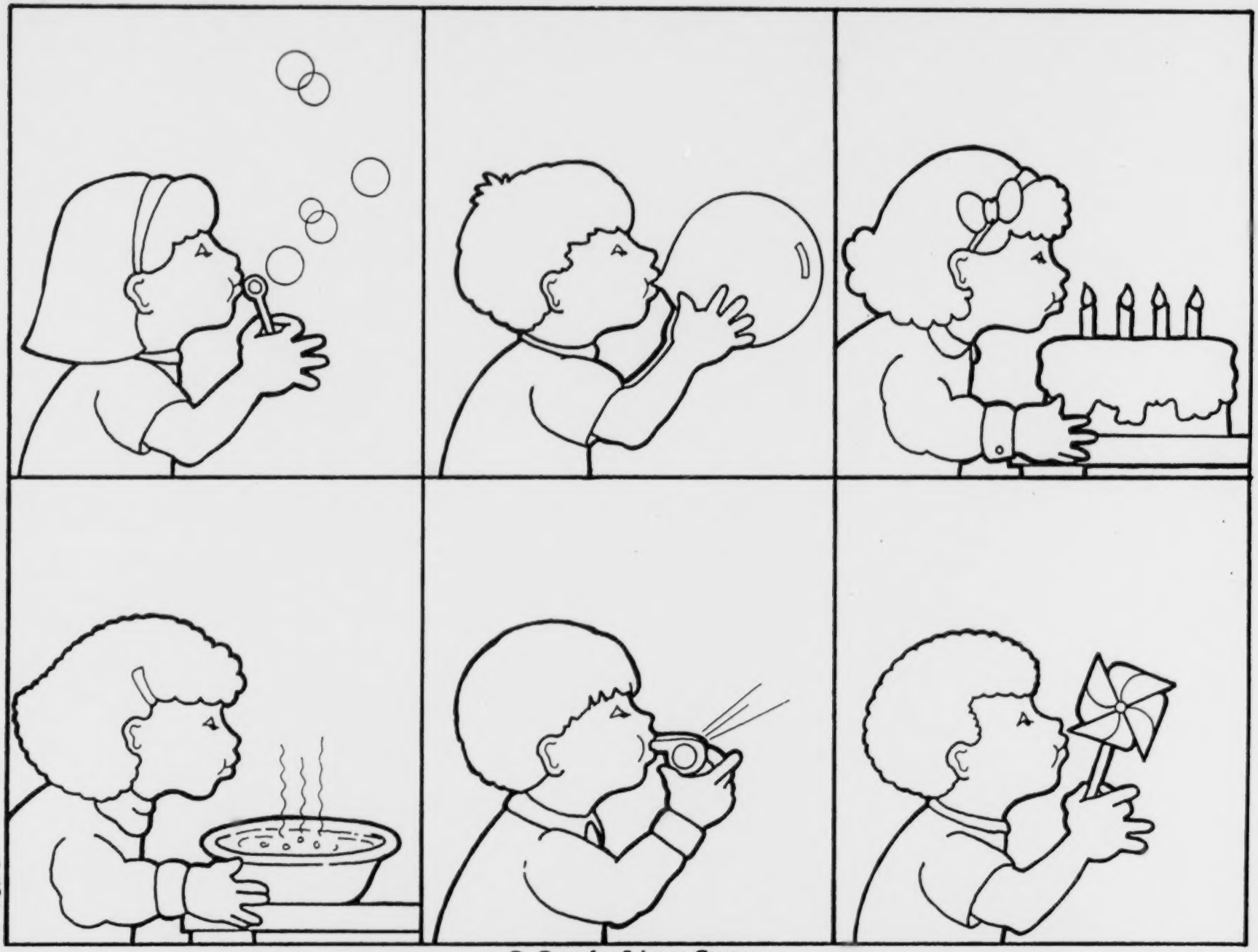
5. Suggest that the classroom teacher provide kazoos for fun music making.

6. Suggest the classroom teacher provide watery paint to make pictures by blow painting.

7. Use the patterns to sequence how the wolf in The Three Little Pigs blew the house down.

8. Make your own lung model using the directions in the teacher resource packet.

9. Suggest that the classroom teacher provide ping pong balls and paint to blow ping pong balls through paint across paper.



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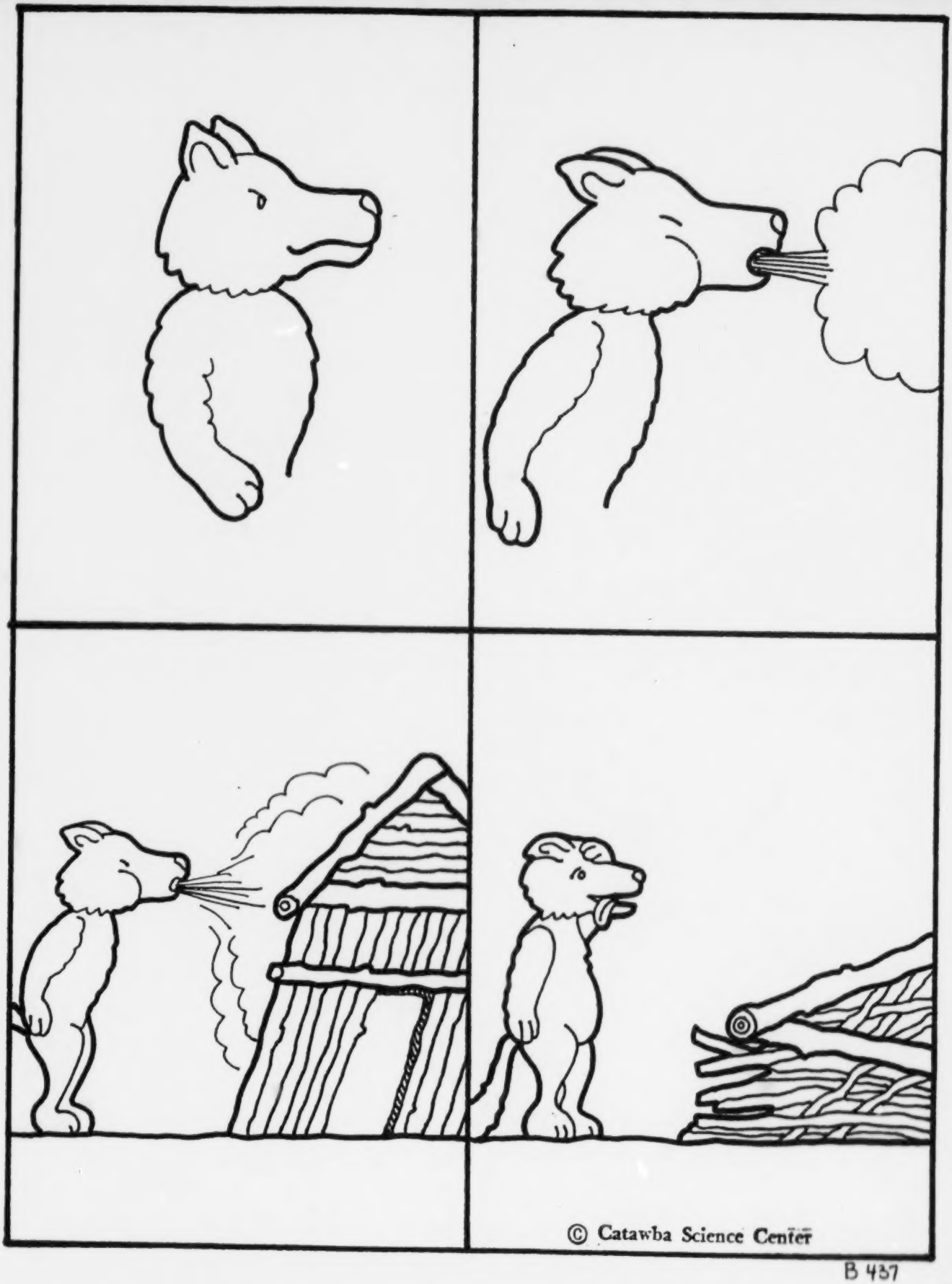


B 437

MY BODY

Four-Year-Olds

Session 4

CONCEPT: My body needs healthy foods. (Children will become familiar with how to eat to keep their bodies healthy.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a fingerplay about food to introduce the day's concept.

2. Next, read Too Much Junk Food. Remind the children to watch for reasons why this story might be called Too Much Junk Food. Tell them to watch for what the Berenstain bears eat.

3. After the story, tell the children we need to take care of our hearts and lungs by eating healthy foods so the blood vessels don't get clogged. Name the pyramid levels for the food groups and build the pyramid from the flannel board food pyramid set. Hold up the flannel board pieces of healthy foods and let the children name them and suggest in which part of the pyramid they go. Talk about why the top of the pyramid is so small and what that means about how much of those foods we should eat.

4. Do a fingerplay (repeat the opening concept fingerplay or select another body or food fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music while the children are in the centers. The center options today are:

A. Provide the healthy foods puzzles, meal planning puzzles, and pyramid puzzle in a center. Talk to the children about eating foods that keep their body healthy. Allow 3-4 children at this center.

B. Provide a variety of books in a center for children to read. Read to the children at their request. Also, encourage the children to locate healthy foods in the books. Allow 3-4 children at this center.

C. Provide the flannel board food pyramid for the children to piece together. As the children sort the foods into each section of the pyramid, encourage them to name some of the foods. Allow 2 children at this center.

D. Provide a variety of plastic healthy foods in a center for the children to sort by type. After they sort by type, ask them if they can think of other ways to sort the foods. (i.e. color, shape) Allow 2-3 children at this center.

E. Provide rubber fruit and vegetable counters in a center. Encourage the children to talk about the different fruits and vegetables and why we should eat them. Also, encourage dramatic play through pretending to run a produce stand. Encourage the children to sort the fruits and vegetables too. Allow 2-3 children at this center.

F. Provide Magnetic Healthy Foods in a center. Allow the children to sort the foods or to make "pretend" meals by placing certain foods together on the magnetic plates. Allow 2-3 children at this center.

5. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Next, read Bread and Jam for Frances or Gregory, the Terrible Eater. Ask the children to watch for healthy foods and healthy eating habits in the story.

6. Then, hand out pieces of flannel board food groups. Play the song "Alice's Restaurant." Have the children listen for their flannel board food and hold it up during the song.

7. Sing a good-bye song and collect name tags.

RESOURCE KIT:

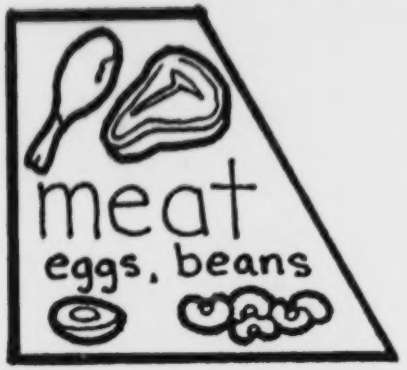
1. Provide each classroom an assortment of the rubber fruit and vegetable counters.

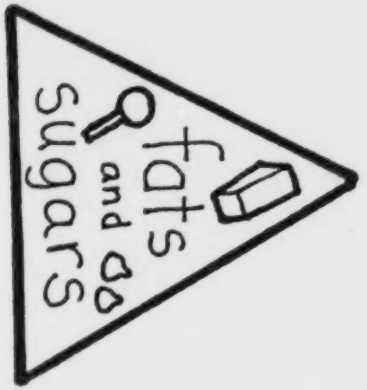
2. Use the patterns to make a food pyramid puzzle.

3. Use the patterns to make foods to sort by pyramid label.

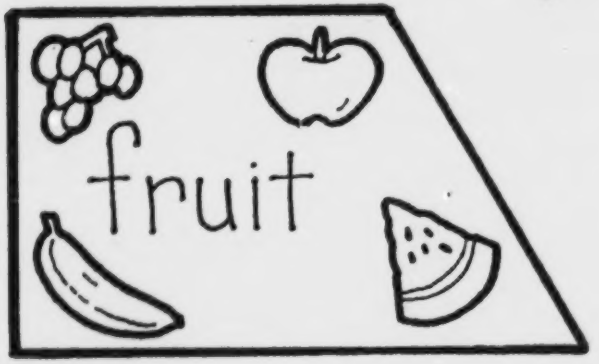
4. Suggest that the classroom teacher make a healthy snack from each food group each day.

Milk
dairy
Yogu


meat
eggs, beans


fats
and
sugars

vegetables


fruit

breads and cereals
rice and pasta
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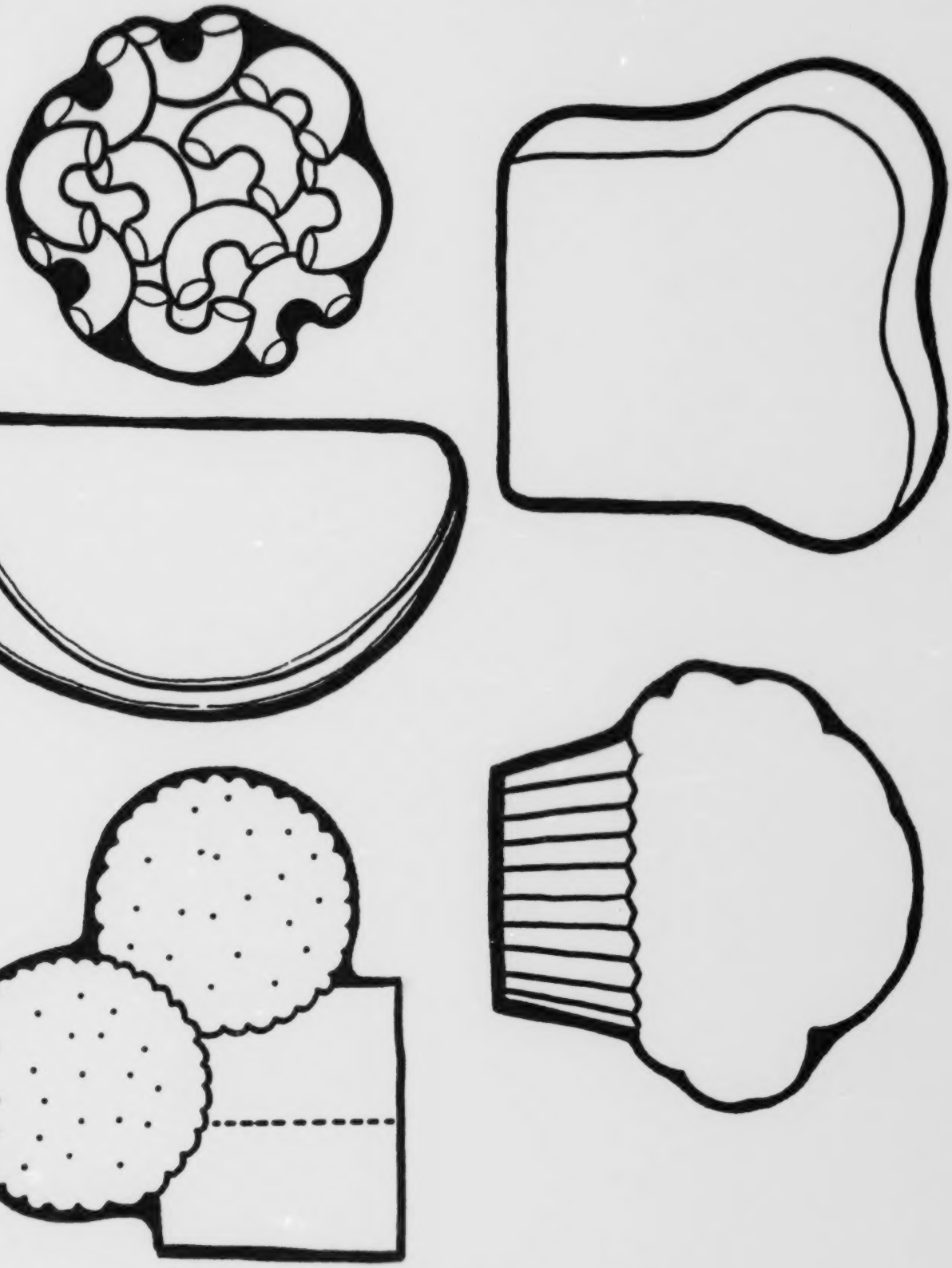

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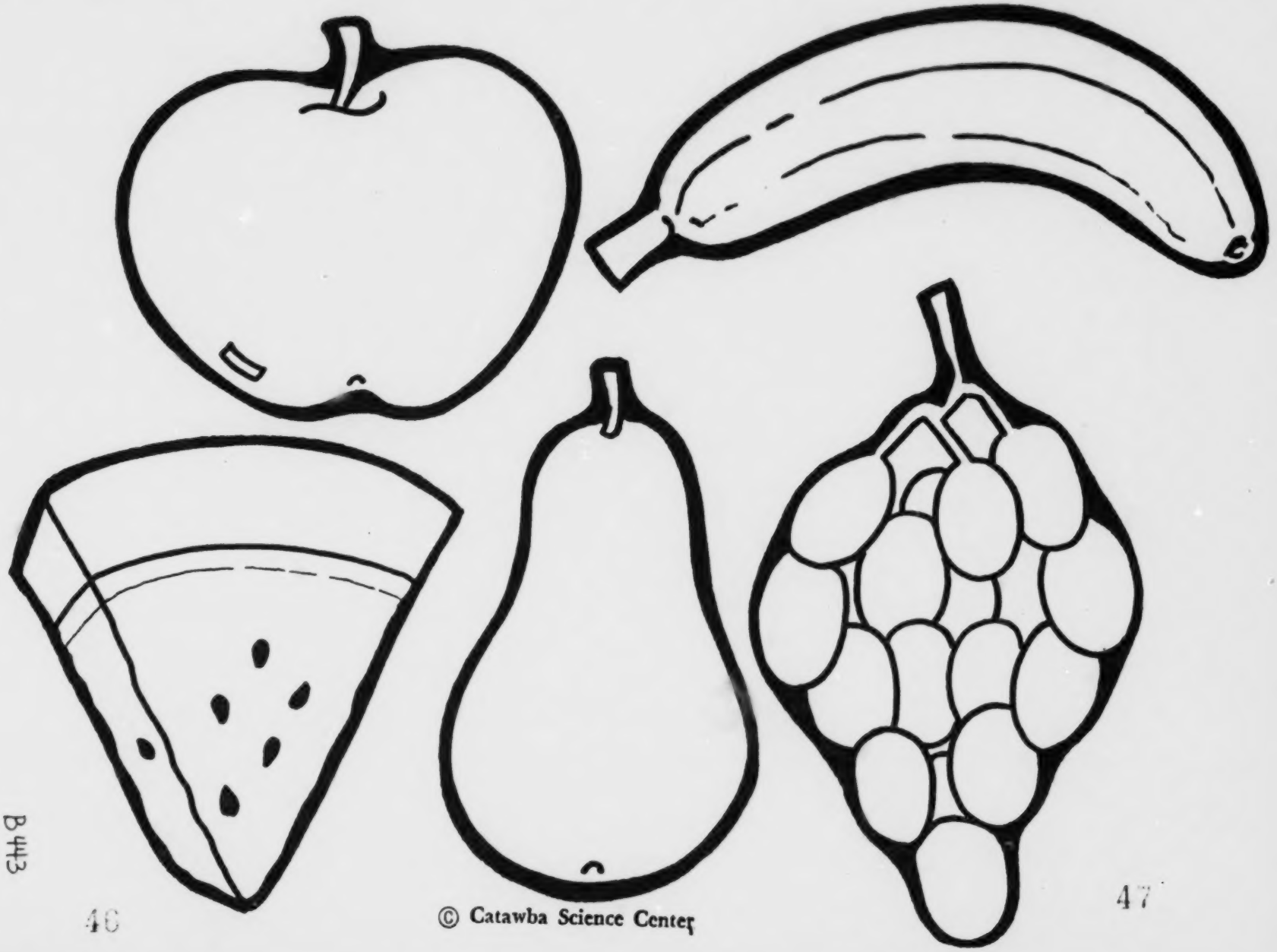

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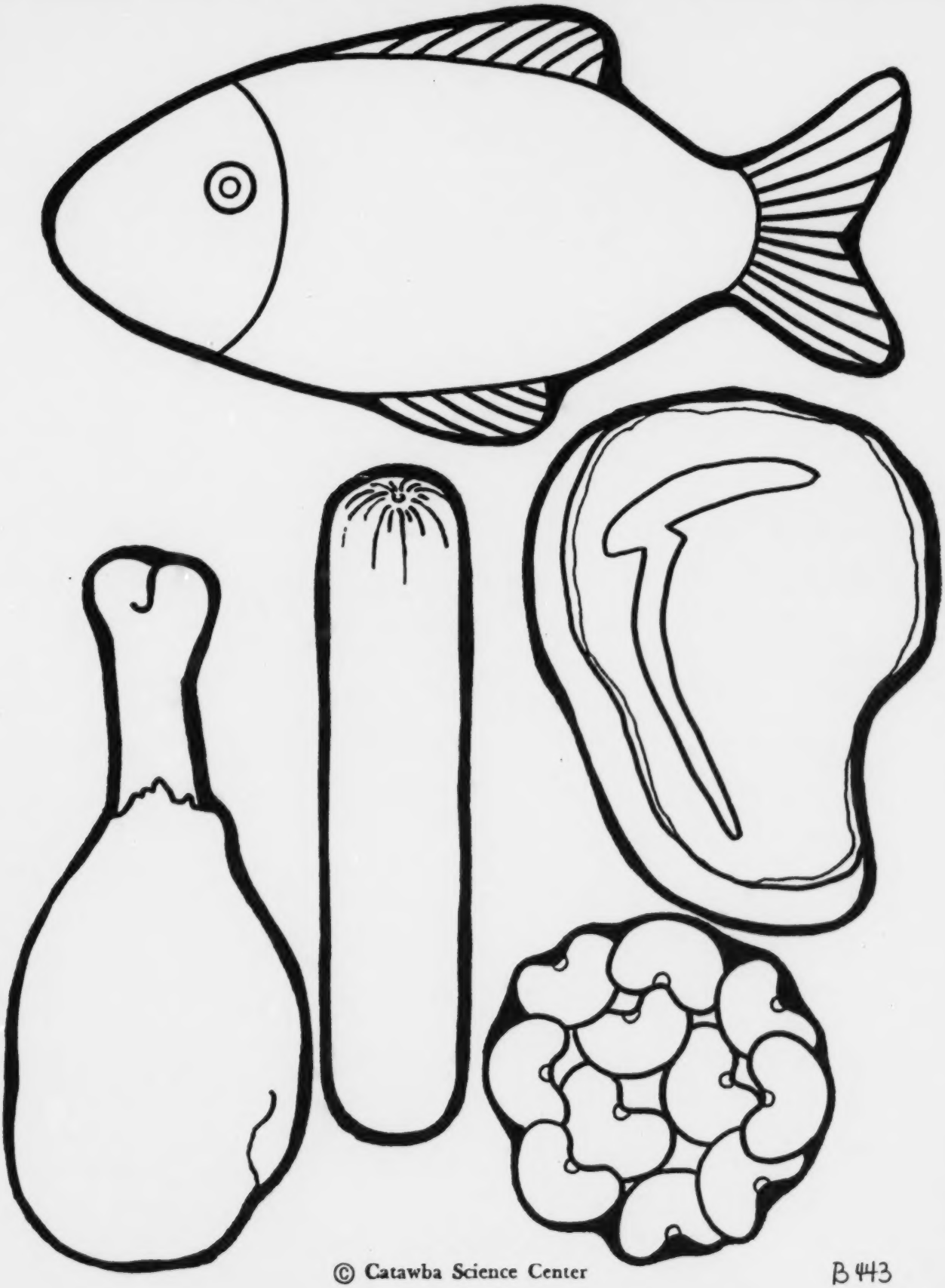

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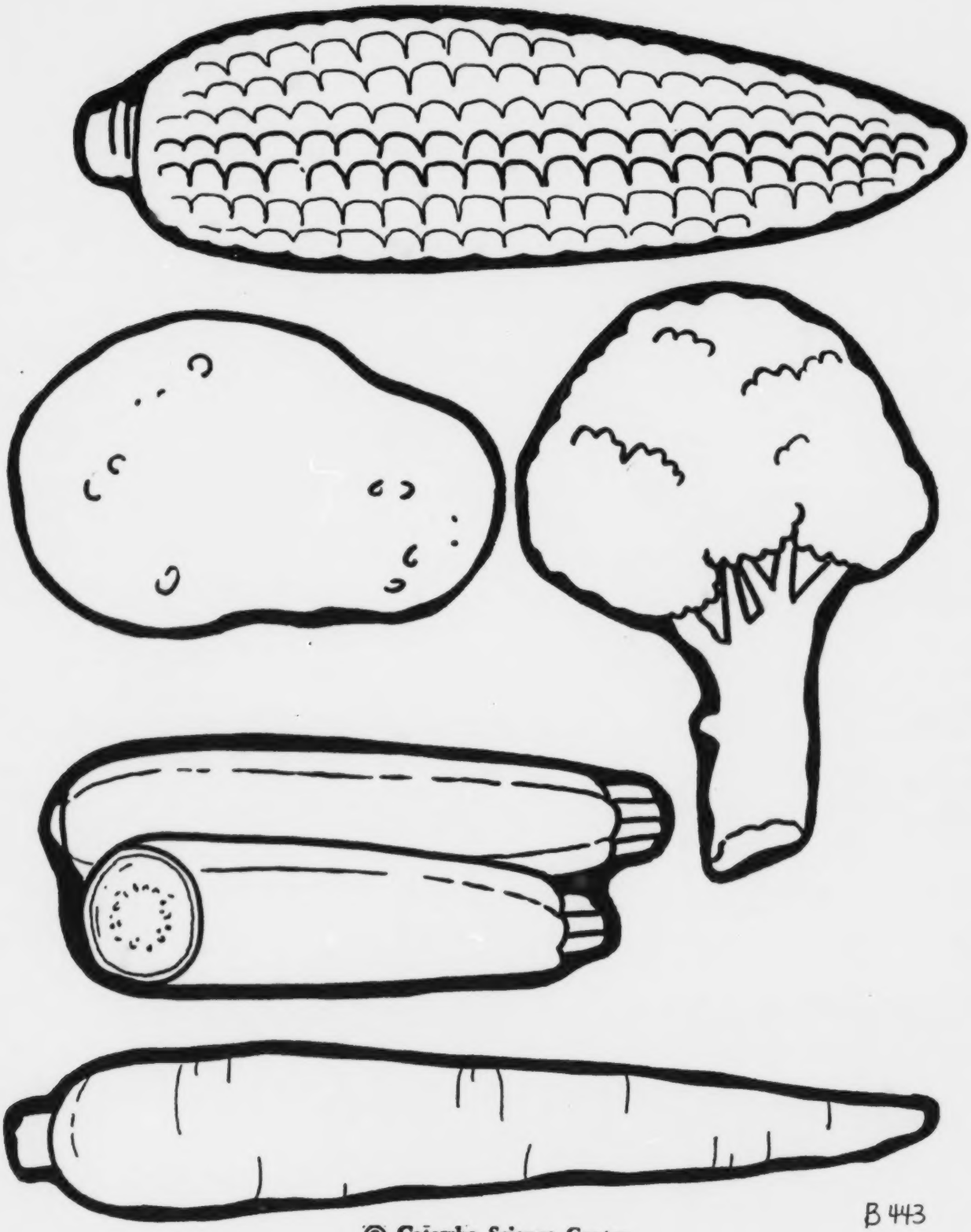

B 443

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MY BODY

Four-Year-Olds

Session 5

CONCEPT: My stomach digests. (Children will become familiar with what happens to their food after it leaves their mouth - how digestion occurs.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a fingerplay to review heart, lungs, and introduce stomach and digestion.

2. Next, read parts of the book What's Inside You. Trace the path food takes on the Dudley torso as you read the story.

3. Then, tell the children to chew food a lot so that their stomach doesn't have to work too hard. Have the children pretend to chew. Sing "Chew, Chew, Chew Your Food" (sing to the tune of "Row, Row, Row Your Boat"). Make sure that all teachers participate with the children.

4. Next, tell the children that after food leaves the mouth, it is pushed down the esophagus to the stomach where it is digested some more. Show the children this path on Dudley. The stomach squeezes food to turn it into small pieces. Demonstrate by placing three saltine crackers and two tablespoons of water in a zipper baggie. Show the children what happens when you squeeze the baggie to crush up and "digest" the food. Explain that this is basically what your stomach does.

5. When the stomach is done, the food goes into your intestines. Show the intestines on the torso. Next, bring out a ball of rope that is length of a child's intestines (15 feet). Lay it out and see how many children can stand on it. Choose a child to lie on the floor. Then, pile and loop rope on child to show how the intestines fit in your body.

6. Demonstrate the food digestion process on Dudley using colored water. Pour colored water into Dudley's mouth and ask the children to watch where the water goes. Show how the stomach collects the fluid and then squeezes it out into the intestines.

7. Next, tell the children the intestines digest the food some more and then it goes into your blood. Explain that the food your body doesn't need comes out when you use the bathroom.

8. Do a fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is

regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts from the day. Play music while the children are in the centers. The center options today are:

A. Provide Dudley in a center with adult supervision. Have the children identify body parts and trace the path of food through the body. Allow the children to carefully pour colored water in Dudley's mouth and watch the path of the fluid as was demonstrated during circle time. Allow 2 children at this center.

B. Provide the Youth Torso. Allow the children to remove, name and replace the body organs. Allow 2 children at this center.

C. Provide baggies for the children to imitate digestion in the stomach as was demonstrated during circle time. In the baggies, place crackers and a little bit of water. Allow the children to squeeze the baggies to see how the stomach works to process the food we eat. Allow 3-4 children at this center.

D. Provide the plastic healthy foods from Session 4 for sorting. Have children sort the foods into food groups, by color, by shape, or by size. Ask them to see if they can come up with other ways to sort the healthy foods. Allow 2-3 children at this center.

E. Provide the Magnetic Healthy foods from Session 4. Allow children to sort the healthy foods into various groups or to plan their own healthy meal by placing certain magnetic foods together.

9. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Next, read <u>What Happens to a Hamburger?</u> Remind the children to watch what happens to the food as you read the book.

10. Then, review internal body parts with Dudley and the Youth Torso. Give the children the opportunity to identify those parts that they recognize.

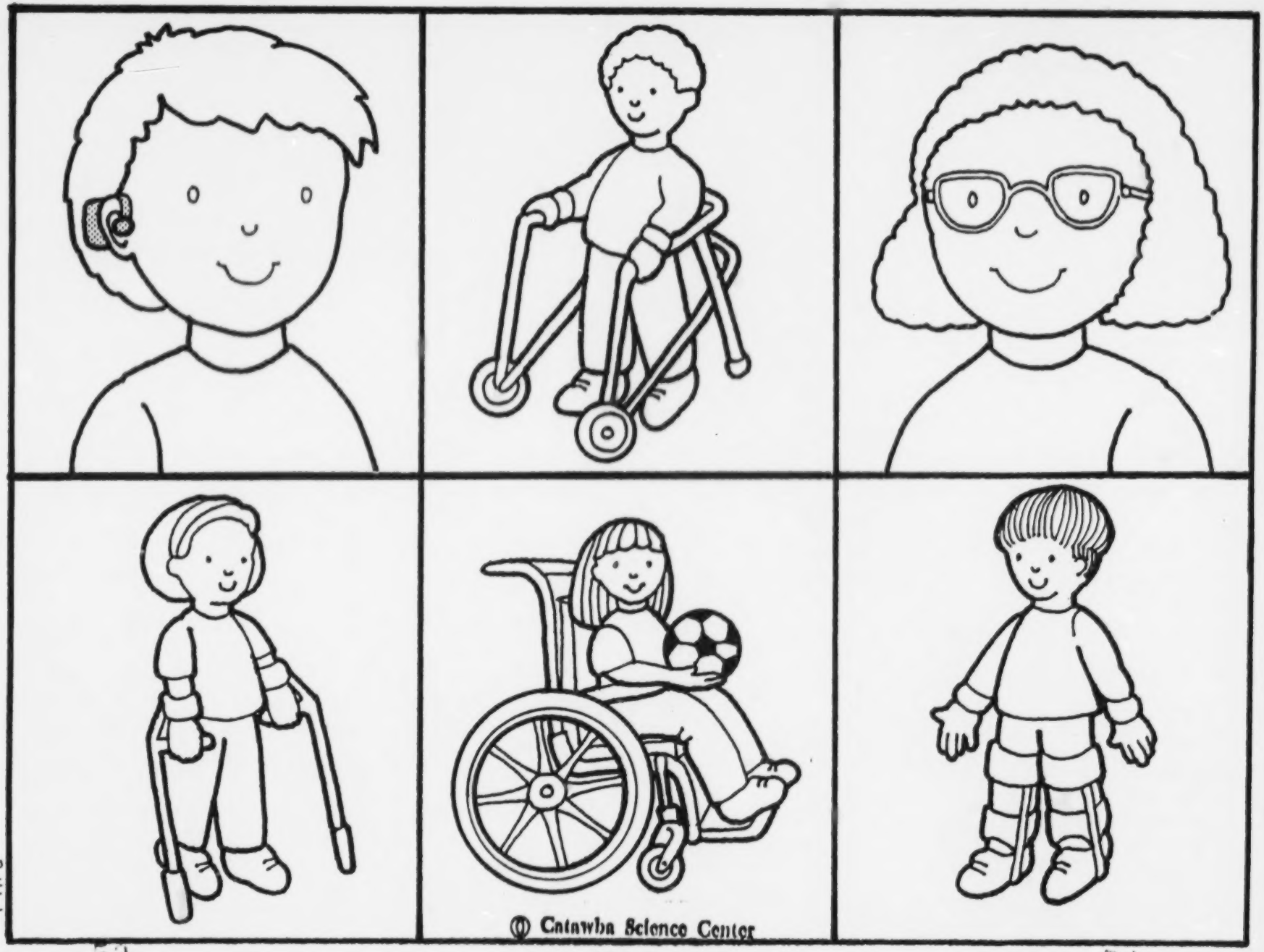
11. Sing a good-bye song and collect name tags.

RESOURCE KIT:

1. Use the patterns to make lift and look puzzle of upper torso and internal body organs.

2. Repeat the baggie activity.

3. Use the patterns to make a lotto game to match inside body parts.



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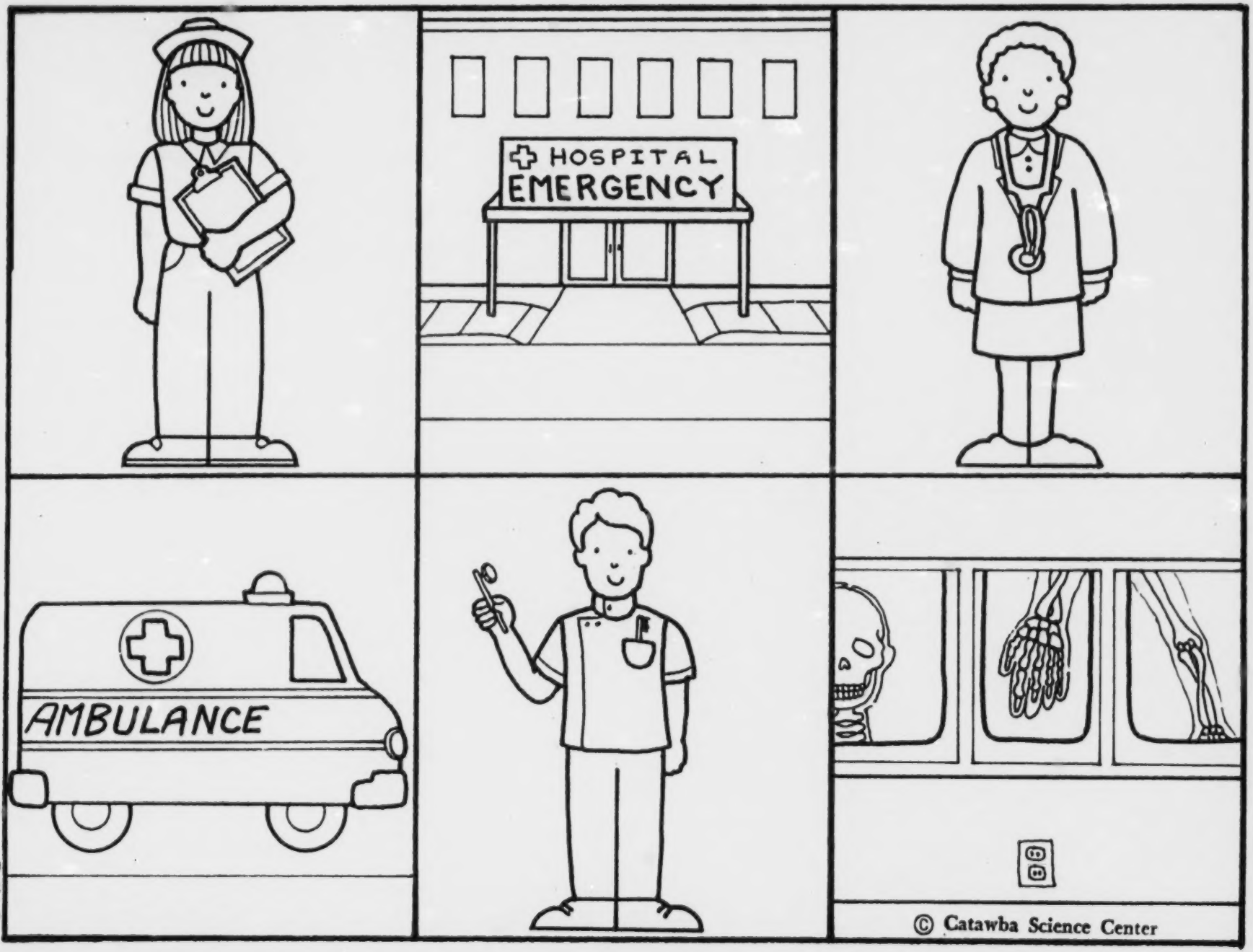

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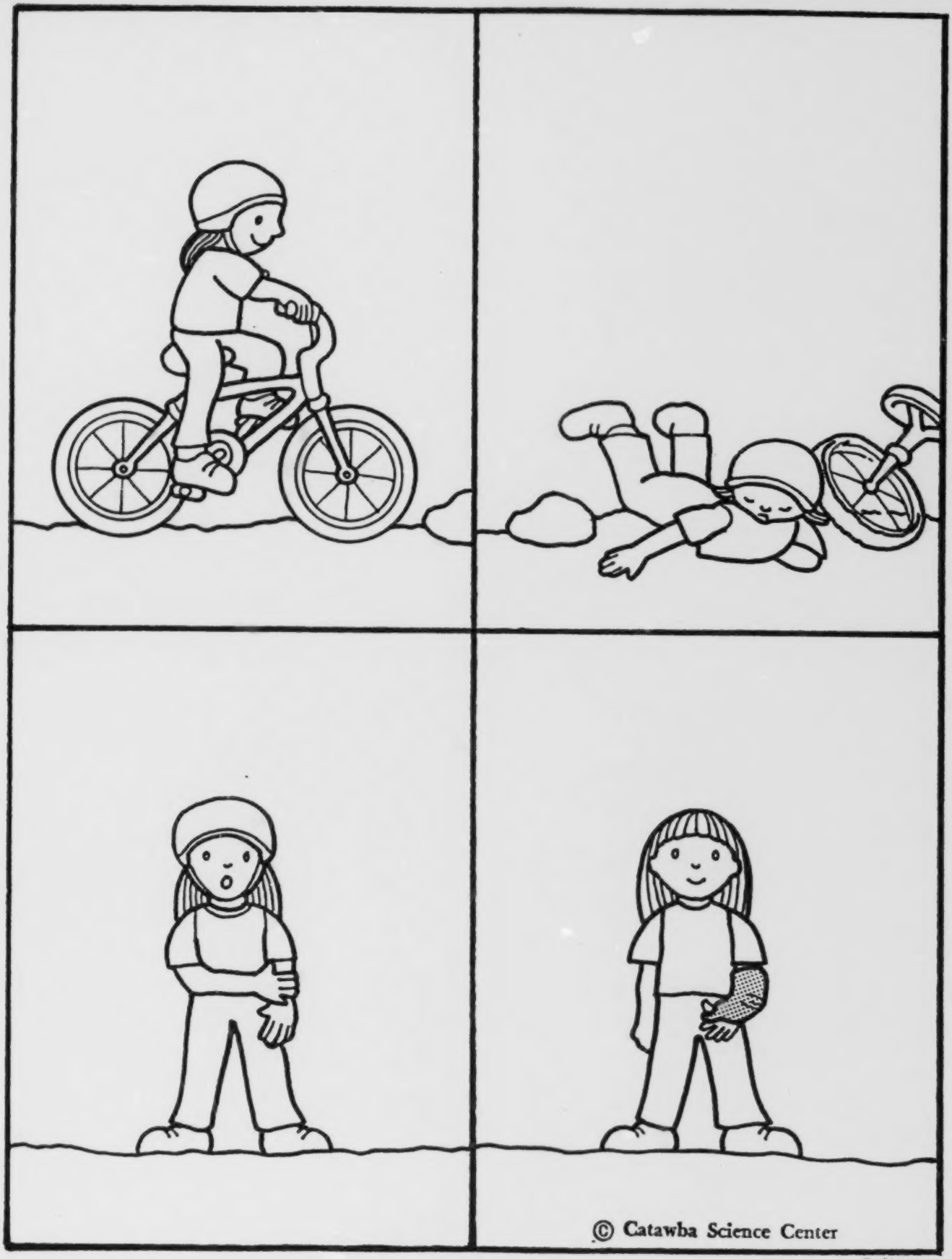


B 463

B 464

MY BODY

Four-Year-Olds

Session 6

CONCEPT: Doctors help my body. (Children will become familiar with how doctors help them and how to keep their bodies safe and healthy.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a fingerplay about how doctors help us.

2. Next, read One Bear in the Hospital. Ask the children to pay attention for why the bear was at the hospital. After you read the story, tell the children that sometimes our bodies get hurt and need help. Show the children an x-ray of a broken bone. Doctors have to help make our bones better. What other ways can doctors fix our bodies? There are some things doctors can't fix. Talk about disabilities. Explain that we are all different, and sometimes some of us have certain things that don't work, but we adapt and use other parts of our bodies to compensate.

3. Show the Zaadi Doll's broken bone and how it is fixed. Show a picture of a child with a broken arm or leg in a cast. Explain how bones have to be set in place and then the cast holds the bone in place so that it can grow back together.

4. Then, tell the children that we have to try to protect our bodies from getting hurt. How? Show the helmet to the children. When do we use this? What happens if we don't? Show the goggles, construction hat, knee pads, seat belt. Ask the children to tell you how each of these items can help to keep us safe.

5. Next, show the children a medicine bottle. Tell the children that sometimes doctors must give us medicines or shots to make us better. We must only take them when mom, dad, teacher, grandma, or grandpa give them to us. We can hurt our bodies if we take too many. There are some things that look like medicine that will hurt us even if we just take a taste. These are called drugs.

6. Next, read Purple Turtles Say No, No to Drugs. Ask the children to pay attention to see what purple turtle does. Allow them to share any experiences they may have had with saying no to drugs or what they would do if someone did try to give them drugs.

7. Do a fingerplay (repeat the opening concept fingerplay or select another fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way.

Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts from the day. Play music while the children are in the centers. The center options today are:

A. Provide a variety of people with disabilities puzzles in a center so children can put them together. Talk to children about how doctors can't always fix our bodies. Allow 3-4 children at this center.

B. Provide the bike helmet and construction helmet in a center. Remind children why they are necessary. Allow 2 children at this center.

C. Provide an assortment of health profession puzzles for the children to put together. Talk with the children about how each of these people help us stay healthy. Allow 3-4 children at this center.

D. Provide the Zaadi Doll so children can have turns "fixing" the broken bone with gauze bandages. While the children on working with the Zaadi Doll, ask them to share ways that they can help to protect their own bodies from being harmed. Allow 2 children at this center.

E. Provide the doctor, surgeon, and nurse outfits and doctor kits for children to pretend play. Allow 3-4 children at this center.

F. Provide the block people of different abilities in the block center. Encourage children to talk about the people and if they know anyone that might have a disability. Allow 2 children at this center.

G. Provide an assortment of books for children to read. Read to children at their request. Also have children look for ways that people are protecting their bodies or ways that they are being unsafe. Allow 3-4 children at this center.

H. Provide two sets of Drug-Free Choices cards to play a matching game. This time is a good opportunity to encourage children to share any experiences that they might have had with drugs, or to talk about ways to handle people who might confront them with drugs. Allow 2-3 children at this center.

8. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Next, tell the children that sometimes there is something different about our bodies that doctors can't always fix, but that children are all the same in what they like to do, how they feel, and that we all like having friends. Show children pictures of children with handicaps (from About Handicaps). These are things that

children couldn't protect themselves from. Explain to the children that helmets, goggles, seat belts would not have helped.

10. Then sing a song about how we are all special so we need to take care of ourselves.

11. Let the Zaadi doll lead a good-bye song and collect name tags. Allow the children to hug and kiss the doll good-bye.

RESOURCE KIT:

1. Use the patterns to make a lotto game to match the pictures of children with handicaps.

2. Use the patterns to make a lotto game of doctor/nurse/x-ray/hospital/ambulance pictures to match.

3. Use the pictures to make a sequence story of pictures (riding bike, falling).

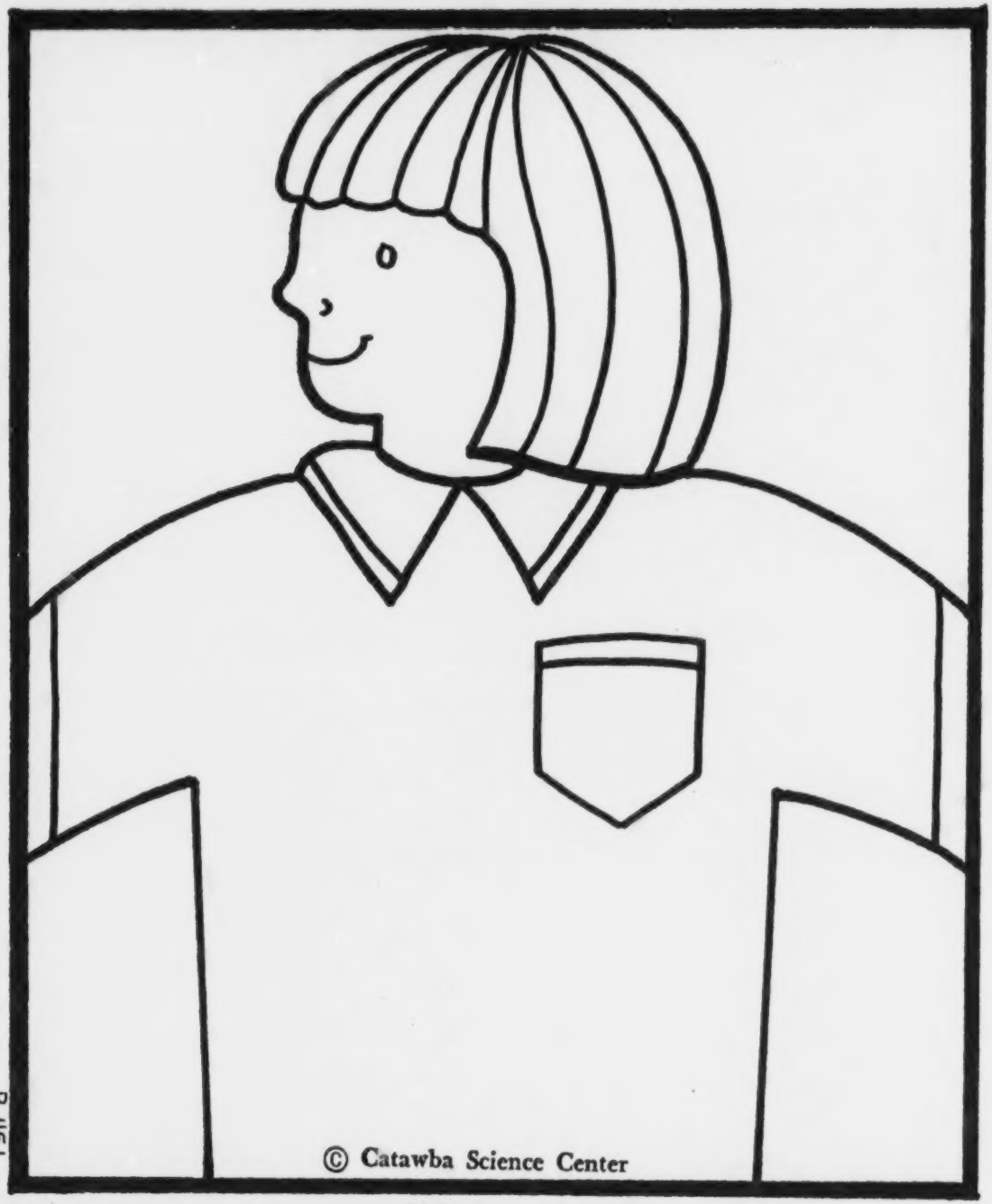
4. Use the patterns to make a sequence story of falling, cutting oneself and needing stitches.

5. Suggest that the classroom teacher provide band-aids and allow the children to make Band-aid pictures.

6. Suggest that the classroom teacher allow the children to draw an I am Special picture of themselves on paper and cover with contact paper or laminate for place mats.

7. Suggest that the classroom teacher obtain surgical gowns and masks from a local hospital for dramatic play.

8. Suggest that the classroom teacher provide plaster and gauze to have some fun with plaster-of-paris.



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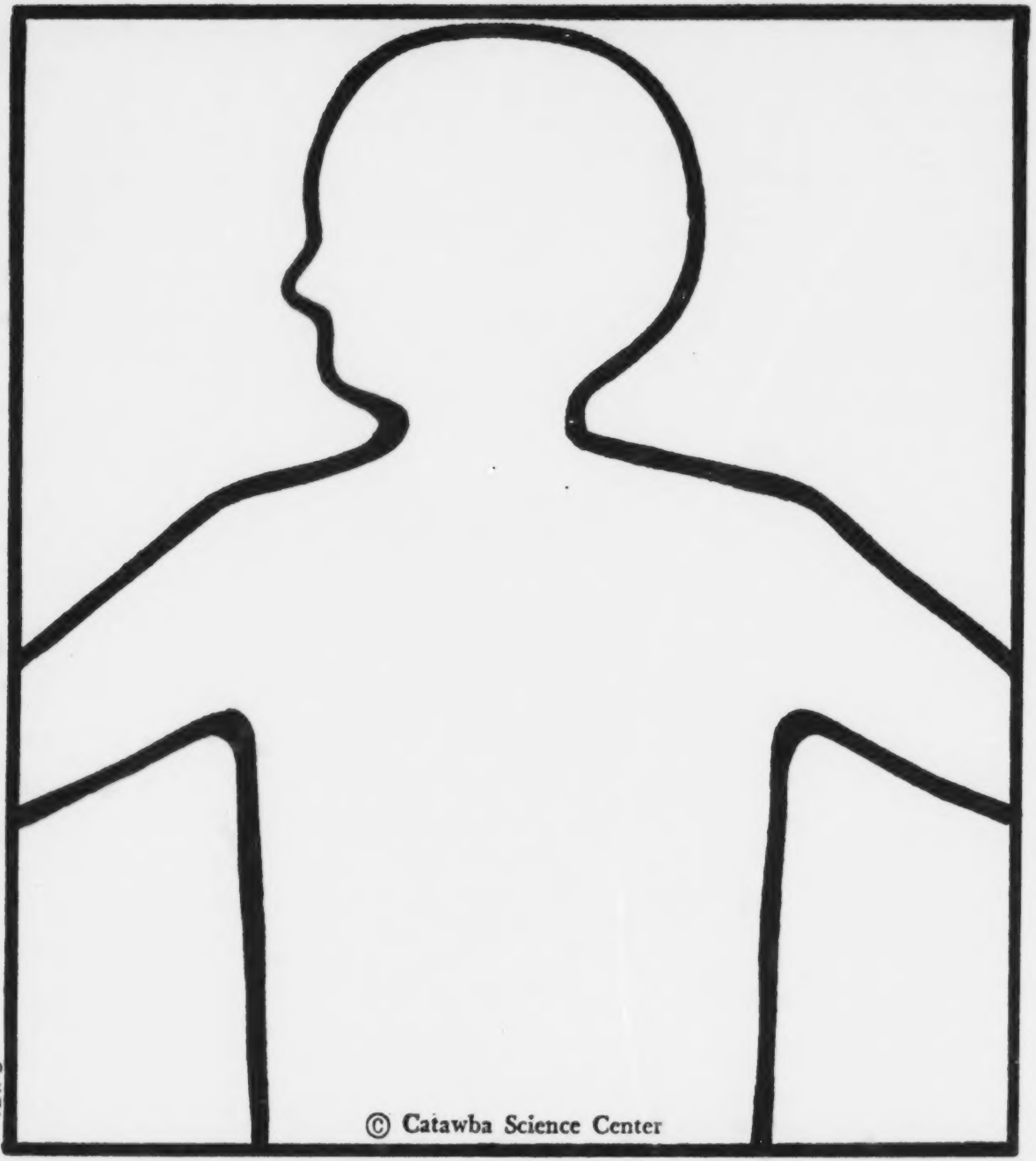

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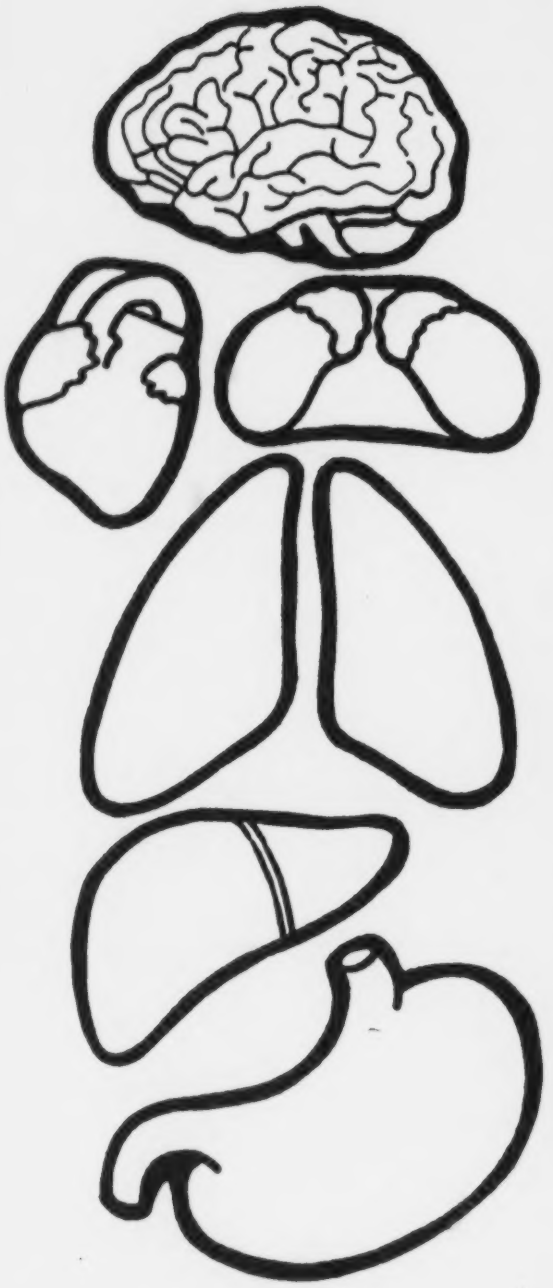

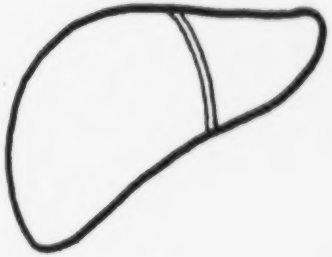

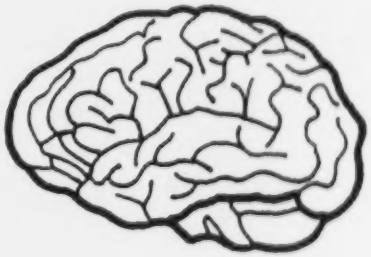

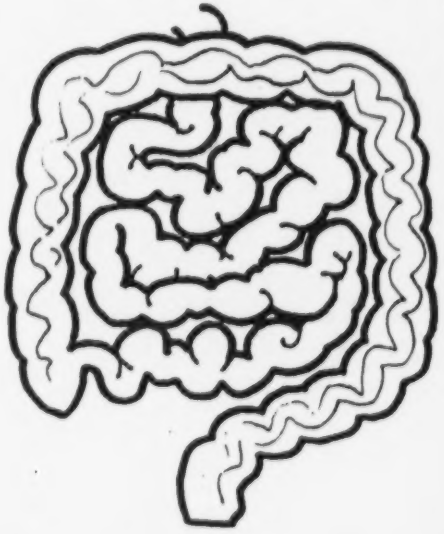

B 453

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My Body

Teacher Resource Activities

Four-Year-Olds

MY BODY
Resource Kit
Four-Year-Olds

Session 1: My inside body parts.

1. Use two copies of the pattern numbered B411. Use one of the sheets of inside body parts as a lotto board. Cut apart the other sheet and let children match cards to the lotto board. Be sure to color both sheets exactly the same. To increase the level of difficulty, both sheets can be cut apart.

2. Use one copy of each pattern numbered B412. Cut apart the inside body parts that are on the sheet with the clothed child. Have children place the pieces inside the body outline and then place the clothed body on top.

3. Use one copy of each of the patterns numbered B413. Make an anatomy apron. Cut out the pieces of the large inside body parts. Trace them onto the appropriate places on a T-shirt. Lay T-shirt on a table for children to match the body parts to their outlines. As a variation, Velcro can be glued onto the inside body parts and glued or sewn onto their outlines on the T-shirt. (Save the small internal organs in the insert for activity #4 below.)

4. Color and cut apart the inside body parts in the insert saved from above. Use one copy of each of the patterns numbered B414 and trace onto skin colored construction paper. Cut out the skeleton pieces. Let children put the body together, starting with the skin colored outline. Then, have children place the inside body parts in their appropriate places. To complete the puzzle, have children place the skeleton parts in their correct positions. Remind children that the skeleton protects the inside body parts.

5. Use the large body outline pattern numbered B414 to trace and cut a body shape out of skin colored felt. Trace and cut out of felt the inside body parts (insert) from pattern B413. The stomach and intestines can be traced from the lotto game pattern B411 and cut out of felt. Use these flannel board pieces throughout the Body unit. Bring out each internal part only after that part has been introduced in class. Encourage children to try to put each piece in it's appropriate location. Eventually, children will be able to place all the internal organs.

6. Use the large inside body parts from #3 (pattern B413) to make stencils. Let children trace, cut, and decorate.

7. Let children use people pads on which to draw inside body parts. Make inside body parts stencils from pattern B412 used in activity #2.

Session 2: My heart beats and my blood vessels carry blood my heart pumps.

1. Use one copy of the pattern numbered B421. Use the large heart as a puzzle. Cut into four strips and let children put them together. To increase difficulty, puzzle can be cut into more pieces.

2. Use one copy of each of the patterns numbered B422. Color and cut out the two sheets that have pictures of various activities. Let children sort those of low activity from those of high activity. Talk to children about how the heart works in each.

3. Use one copy of the pattern numbered B423. Cut the tortoise and the hare to use for stencils. Let children trace, cut, and decorate freely.

4. Use one copy of the pattern numbered B424. Color and cut the action sequence cards. Let children sequence from lowest activity to highest activity. (From sitting to running.)

5. Use one copy of each of the patterns numbered B425. Let children trace the path on the circulatory system mazes. Talk to children about how blood is distributed through our bodies.

6. Use one copy of the pattern numbered B426. Give a copy of the body outline to each child. Provide colored glue and let children drizzle lines around the inside of the body outline to represent blood vessels. To make colored glue, mix white glue with watered down paint or food coloring until the desired color is reached. Pour glue into squeeze bottles for children to use.

7. Let children freely use water pump at water table. Remind children that the heart is a pump, too.

8. Make stethoscopes. Cut the bottoms out of paper cups. Give one to each pair of students. Have children place the large opening of the cup on the chest of the children. Let the other child in the pair place an ear against the cup. Be sure that neither child is touching the cup with their hands. If the classroom is quiet, children will be able to hear each other's heartbeat.

Session 3: My lungs breathe.

1. Use two copies of the pattern numbered B431. Use one of the sheets showing ways we use our lungs as a lotto board. Cut the other sheet into cards and let children match to lotto board. Be sure to color both sheets exactly the same. To increase the level of difficulty, cut both sheets into cards.

2. Make or purchase pinwheels. To make pinwheels, cut a piece of construction paper into a large square. Place a small circle in the middle. Draw a straight line from each corner to one inch from the center. Cut on this line. Fold every other corner down to the center mark. Pin at the center being sure to catch all the folded corners. Stick pin into the eraser of a pencil. Let the children blow them to make them move. Ask children to blow so that the pinwheel moves fast and then slow. Talk about making their lungs work harder.

3. Purchase or make sailboats for the water table. Let children make them move by blowing on the sails. Encourage children to make the boats move fast and then slow.

4. Purchase whistles for the children to use. Ask the children to take a small breath and then blow. Now ask the children to take a deep breath and then blow. Compare the difference in the sound that the whistle makes.

5. Purchase kazoos and let children practice making them work. Ask children how a kazoo works differently from a whistle. Remind children that their lungs are still working to make the noise.

6. Place several drops of watery paint on a piece of construction paper. Let children "paint" by blowing the paint across the paper.

7. Use one copy of the pattern numbered B437. Cut out the cards of the Three Little Pigs. Let children sequence the wolf blowing the house down.

8. Make your own lung model. Cut off the bottom of a two liter plastic bottle. Tie a knot in the bottom of a large, deflated balloon. Cut off the top half of the balloon and set aside. Attach a small balloon to one end of a straw and secure with a rubber band. Place the straw inside the neck of the bottle so that a small portion of the straw is above the bottle's opening. Seal inside and outside top area of the bottle's neck with play clay. Stretch the cut edge area of the large balloon, with knotted end pointing down, over the diameter and slightly up the sides of the cut bottle. Secure the balloon with a rubber band. Children pull down on the knotted end of the large balloon (acting as the diaphragm) which causes the lung (smaller balloon) to expand. When knotted end of balloon is gently pushed back to it's starting point the lung will deflate.

An alternate way to make a lung model is to cut a two liter soda bottle in half. Stretch a balloon over the neck and push the rest of the balloon down inside the bottle. Stretch a piece of plastic bag over the open end of the bottle. Tape it all around so that there are no gaps. Tape a strip of paper to the middle of the bag. Pull down the plastic bag by pulling on the strip of paper, then push it up again.

9. Place several drops of watered down paint on a piece of paper. Place some ping pong balls on the paper and let children "paint" by blowing the balls through the paint across the paper.

Session 4: My body needs healthy foods.

1. Let children use the variety of fruit and vegetable counters to sort and count. Encourage children to sort by color, type of fruit/vegetable, or by fruits/vegetables they like or don't like.

2. Use one copy of the pattern numbered B442. Cut out the food group pyramid pieces and let children piece together. Remind them of the levels and how much should be eaten from each.

3. Use one copy of each pattern numbered B443. Cut out the variety of foods and let children sort by type of food. Included are dairy products, breads, meats and proteins, vegetables, and

fruits. Ask children if they could build their own pyramid out of these foods. Remind them from which level they need to eat the most foods each day.

4. Make a healthy snack from each food group every day.

Session 5: My stomach digests.

1. Use one copy of each pattern numbered B451. Cut the inside body parts from the sheet with the outline of the torso. Let children place these inside the torso in the appropriate locations. Children then place the torso picture with features on top of body parts to complete the puzzle.

2. Repeat the baggie activity from the group session. Put a cracker in a baggie along with several teaspoons of water. Seal the baggie tightly and let children squeeze the bag to simulate the stomach's action.

3. Use two copies of the pattern numbered B453. Use one of the sheets of inside body parts as a lotto board. Cut up the other sheet into cards that children can match to lotto board. Be sure to color both sheets exactly the same.

Session 6: Doctors help my body.

1. Use two copies of the pattern numbered B461. Leave one of the sheets of children with handicaps as a lotto board. Cut up the other sheet into cards that children can match to the lotto board. Be sure to color both sheets exactly the same. To increase the difficulty level, cut both sheets into cards.

2. Use two copies of the pattern numbered B462 Leave one of the sheets with doctor related pictures as a lotto board. Cut the other sheet into cards that the children can match to the lotto board. Be sure to color both sheets exactly the same. To increase the difficulty level, cut both sheets into cards.

3. Use one copies of the pattern numbered B463. Color and cut out the pictures of the child riding a bike and falling. Let children sequence the cards.

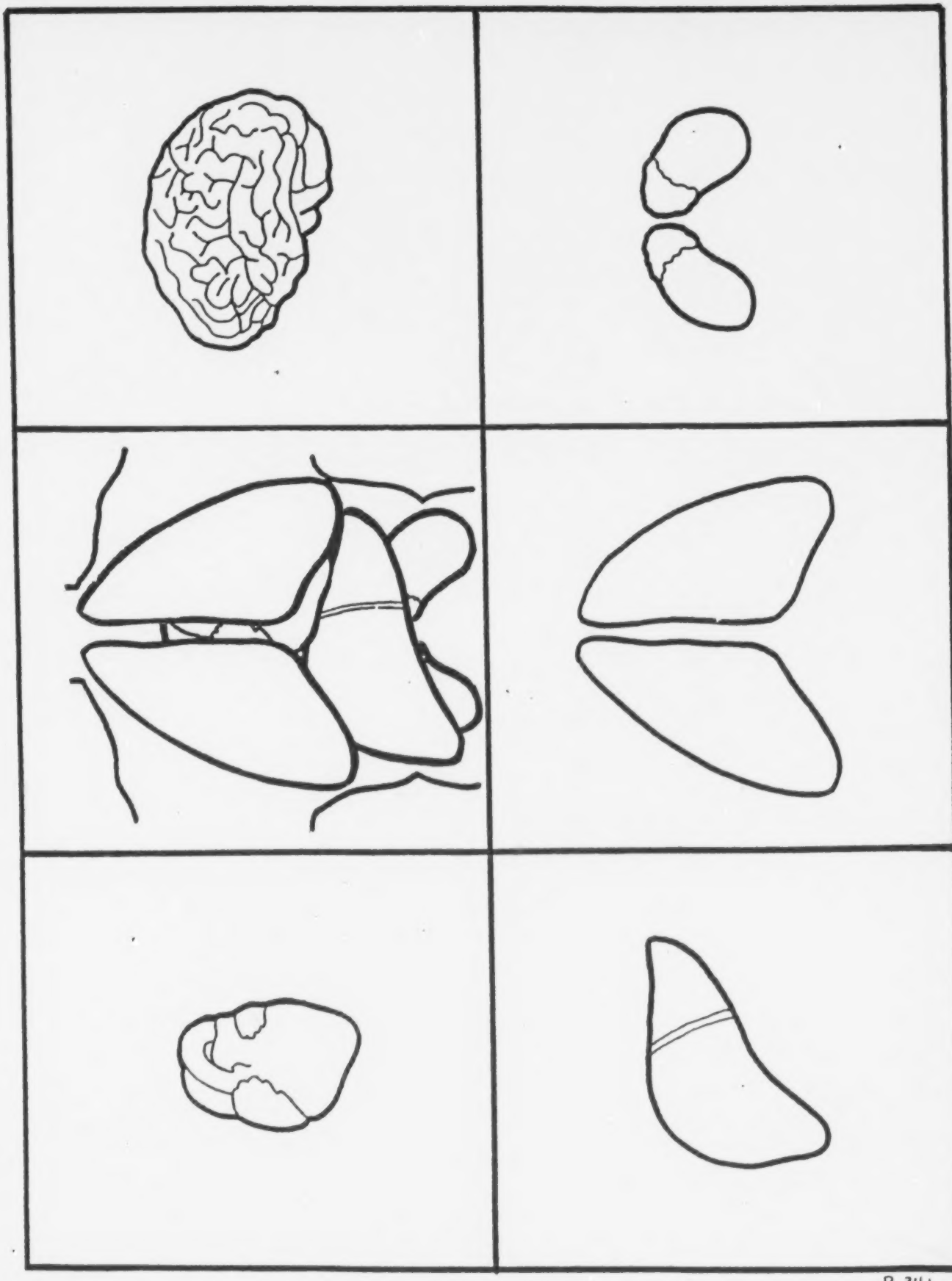
4. Use one copy of the pattern numbered B464. Color and cut out the pictures of the child falling and getting stitches. Let children sequence the cards.

5. Provide Band-Aids that children can make into a collage. Let children stick them freely onto paper.

6. Provide children a piece of construction paper that says "I Am Special." Let children draw a picture of themselves on the paper. Laminate or cover in construction paper and let children use as a placemat.

7. Contact you local hospital or clinic to find out if they would be willing to donate doctor outfits for you to use in your Home Living Center.

8. Provide plaster of Paris and gauze strips and let the children wrap light bulbs or balloons that are slightly underinflated. Let the children feel how the plaster hardens when dry. NOTE: It is very dangerous for children to blow up balloons! Only allow adults to blow up the balloons that are needed for this activity.



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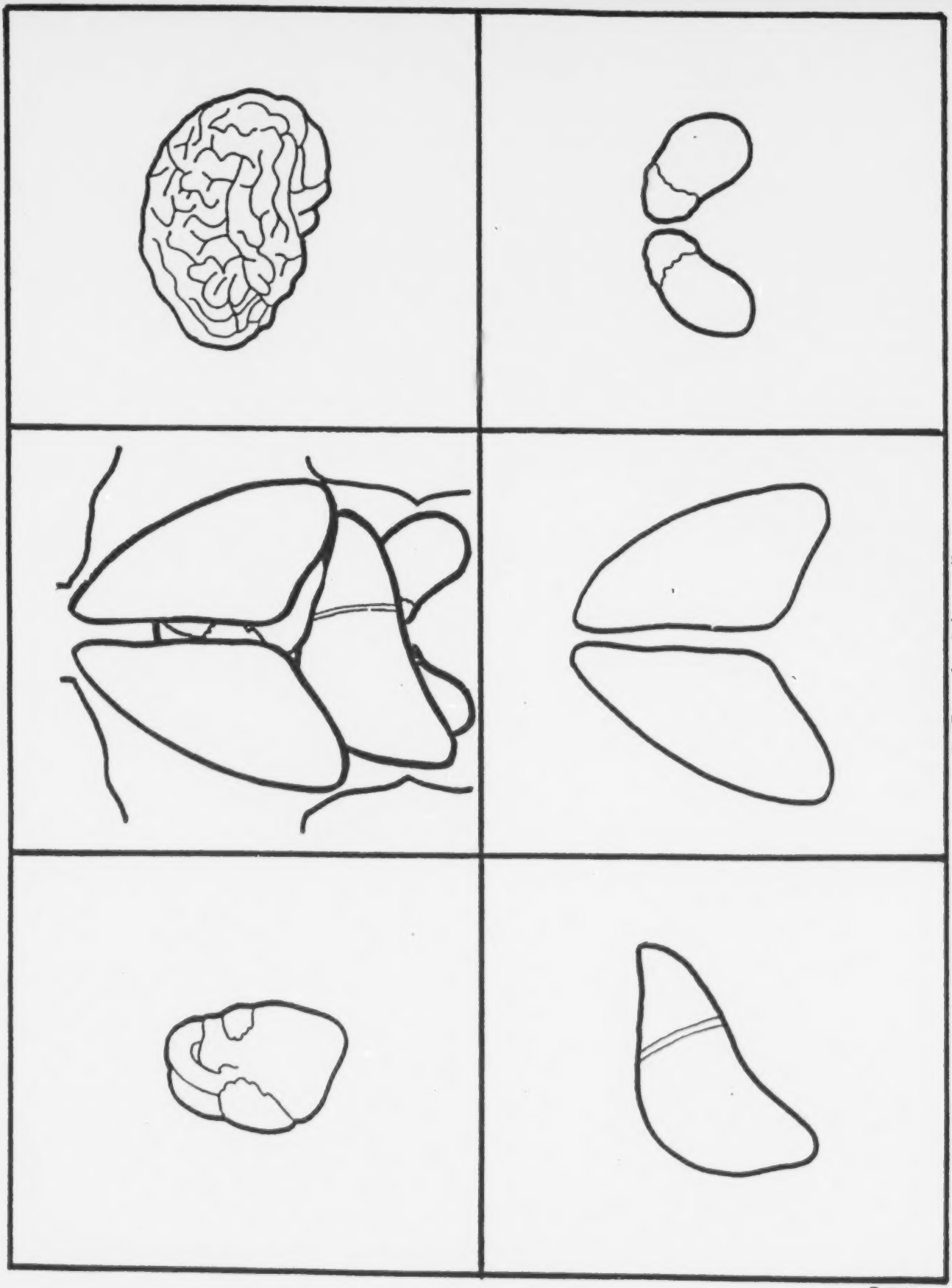

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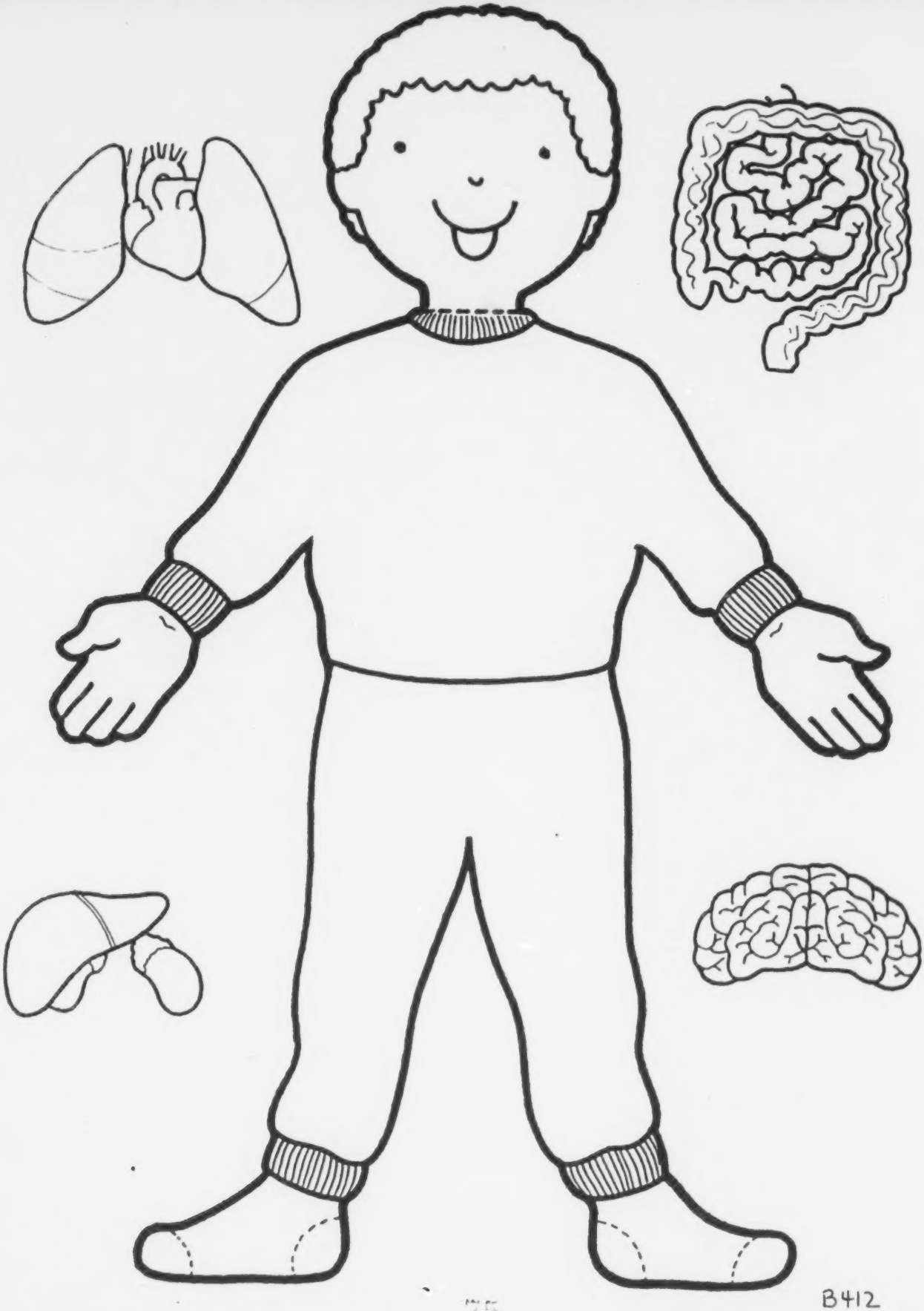

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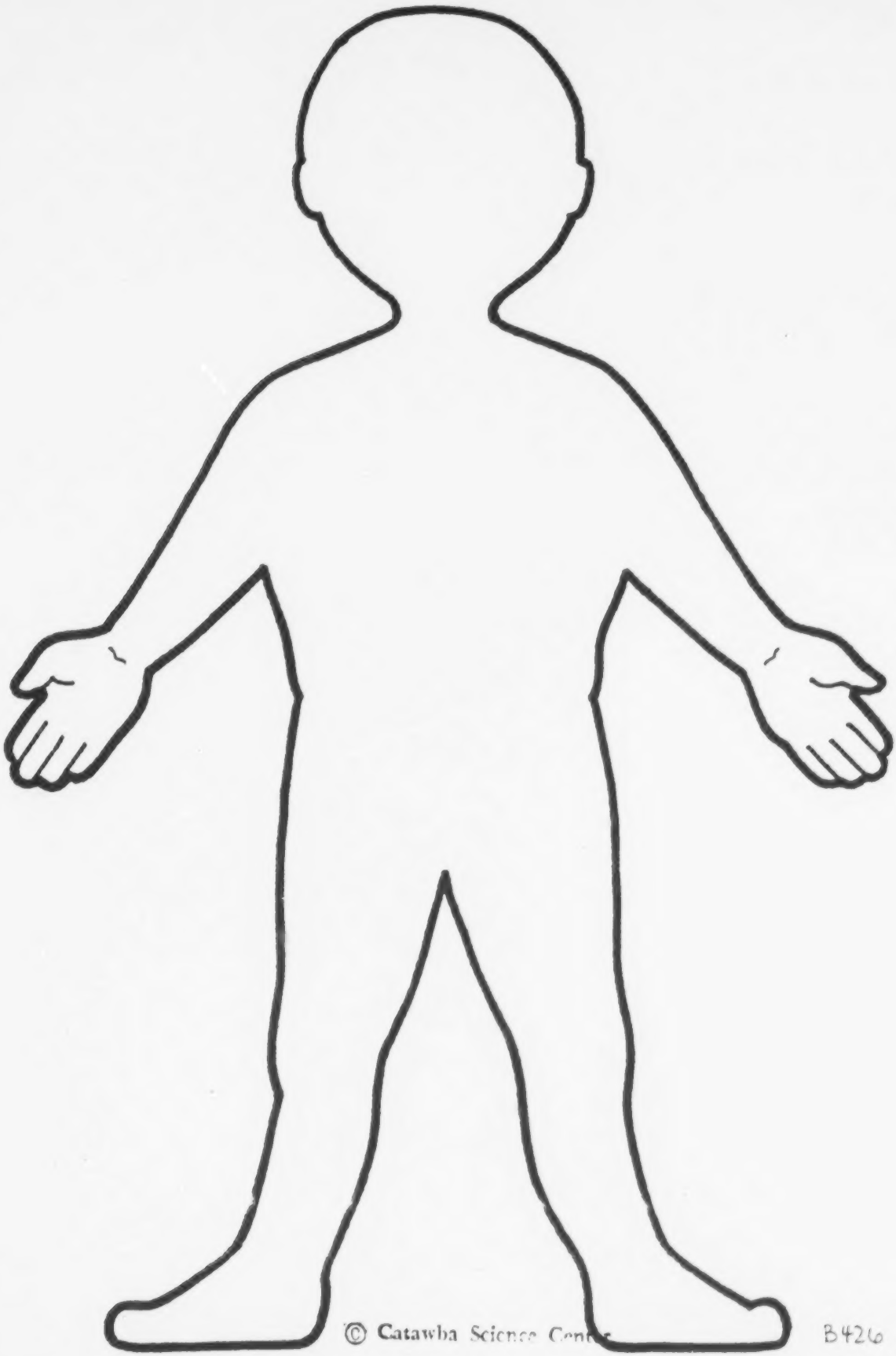

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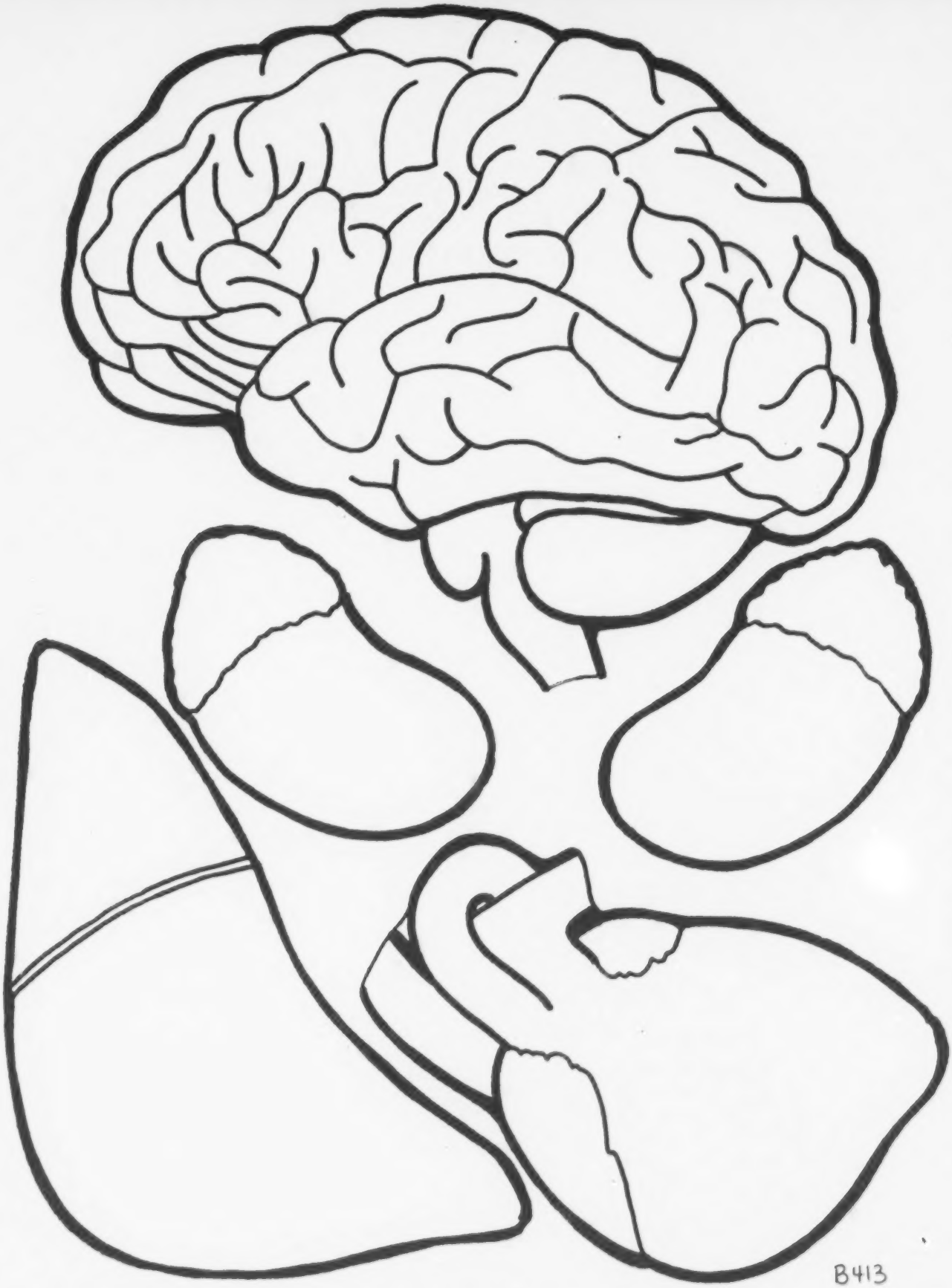
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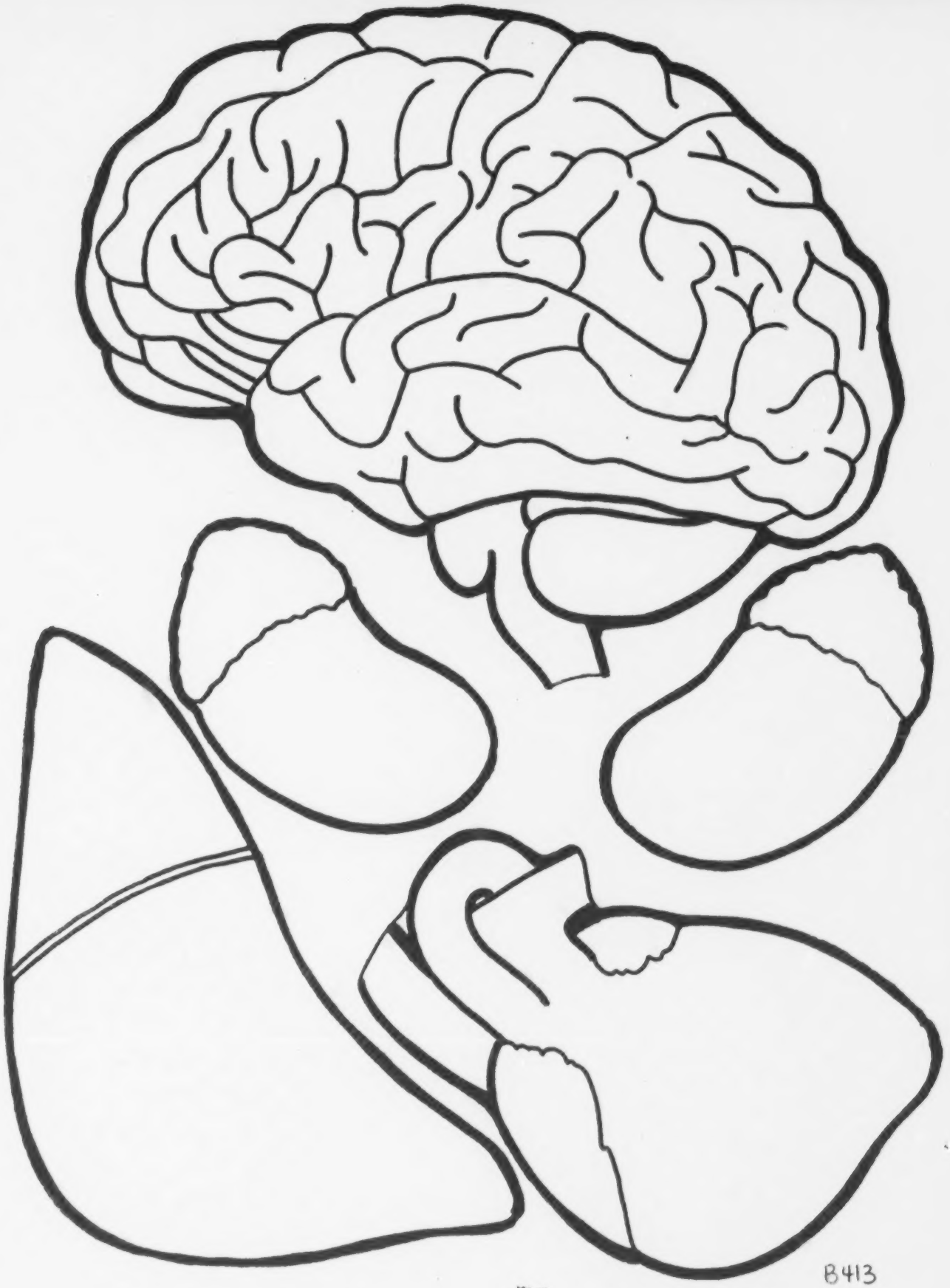

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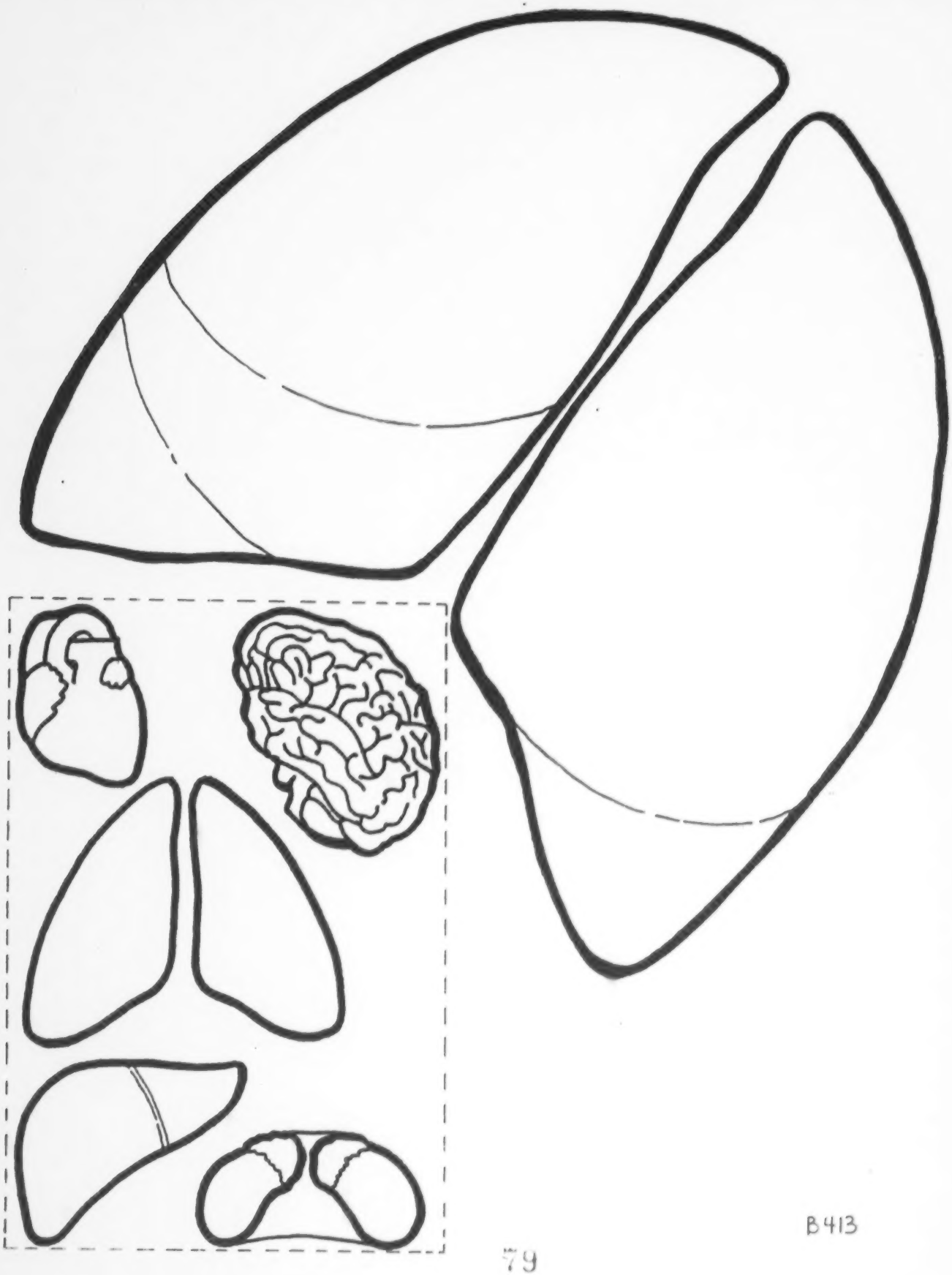

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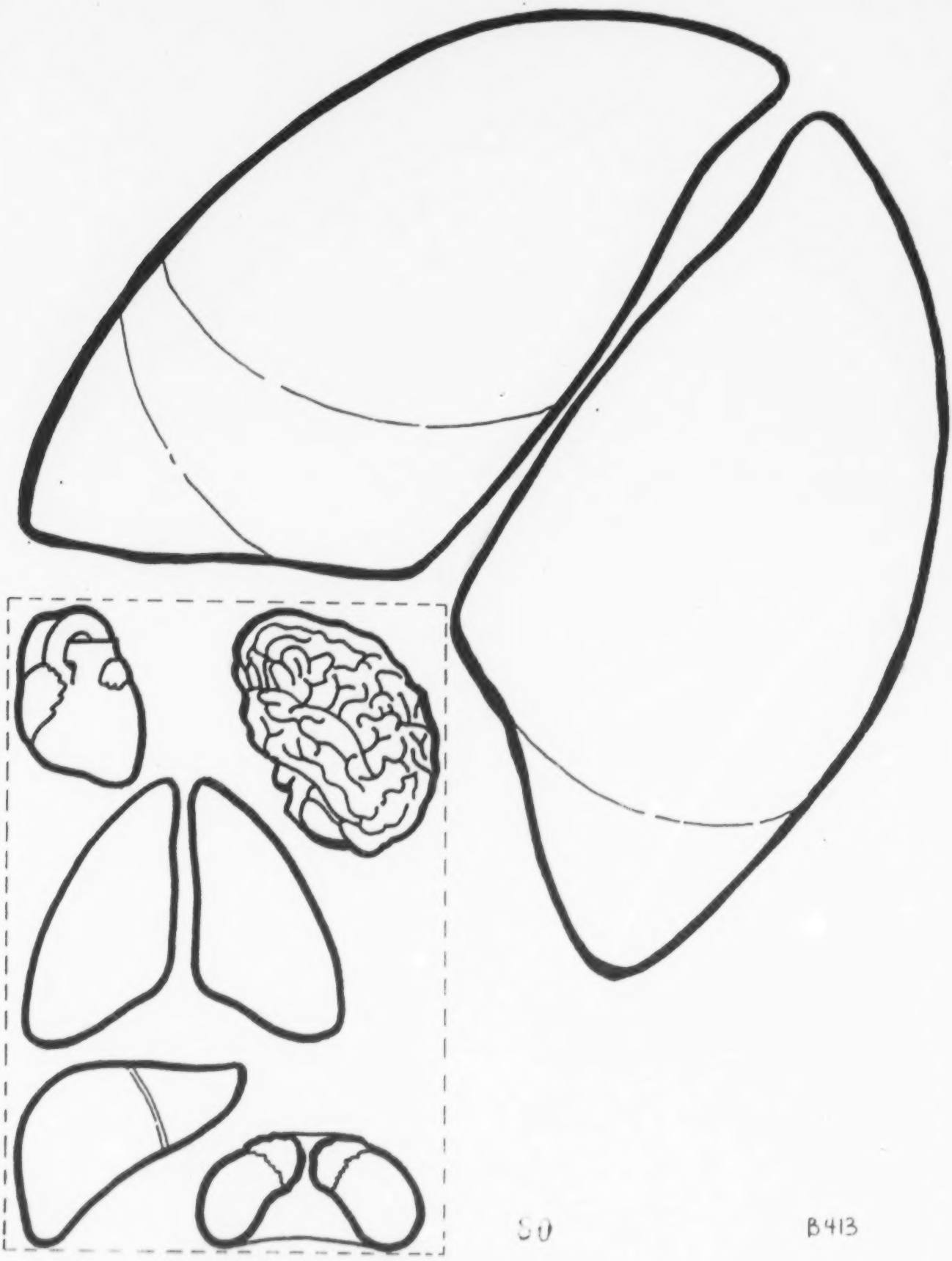

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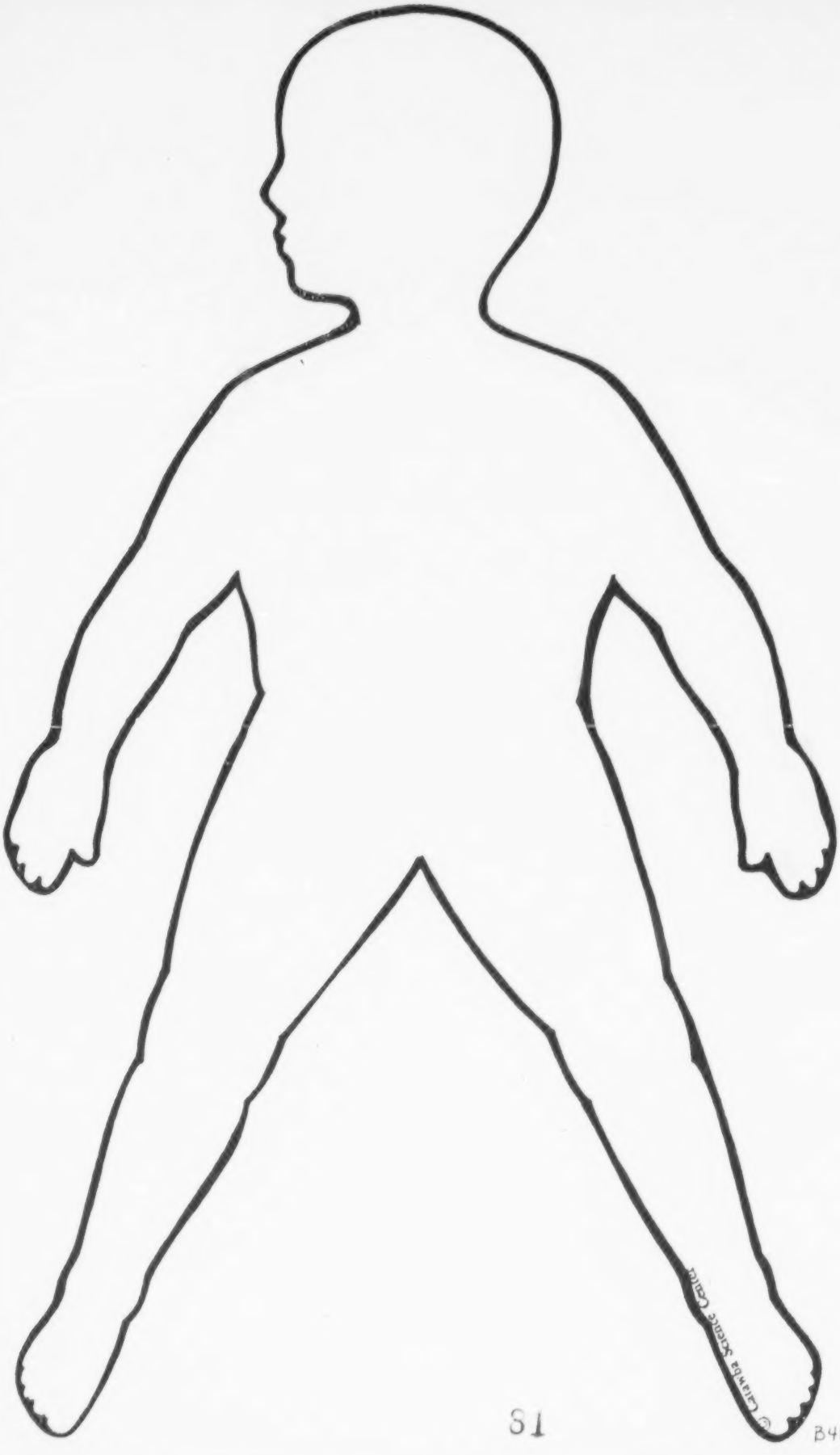

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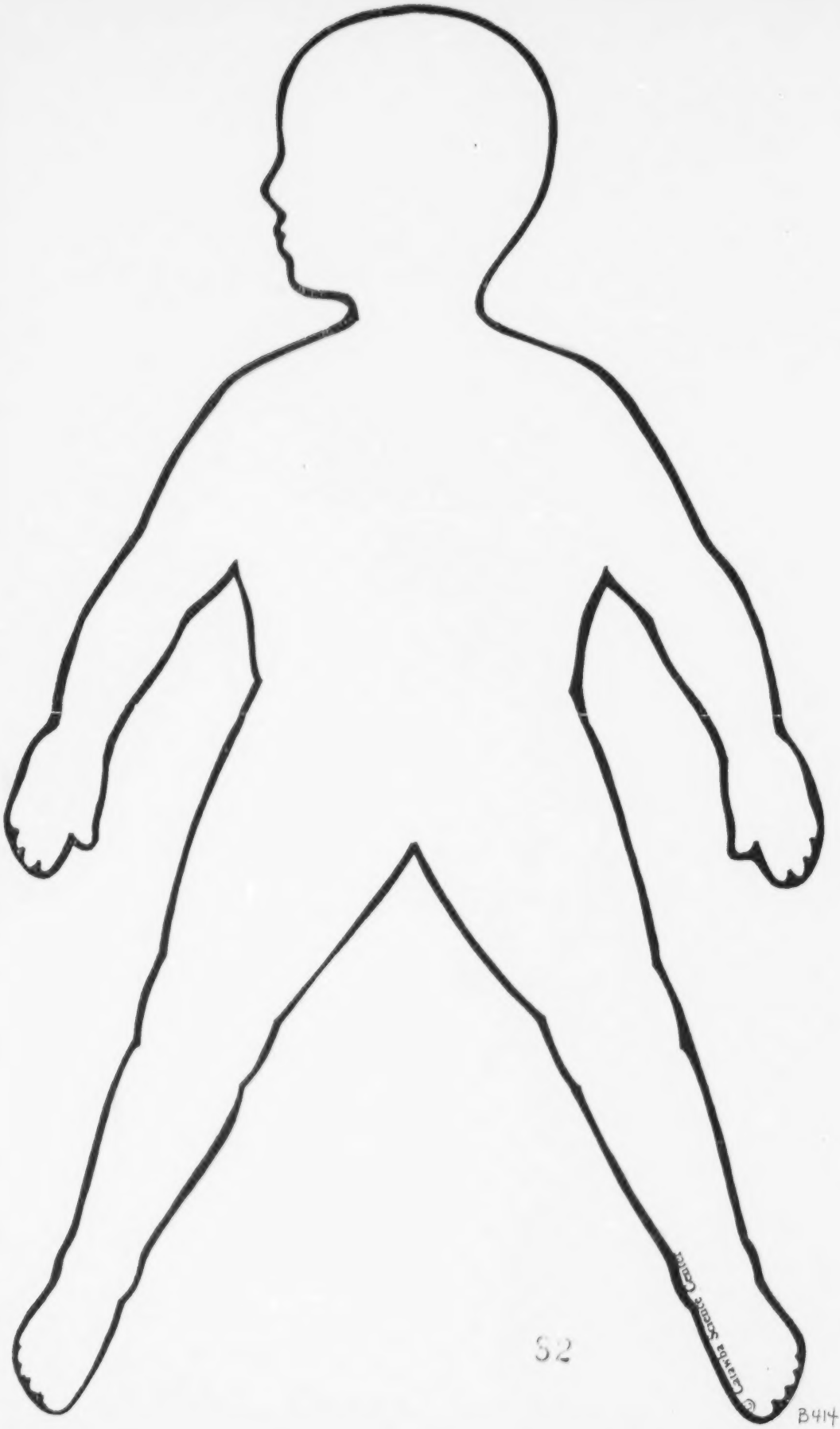

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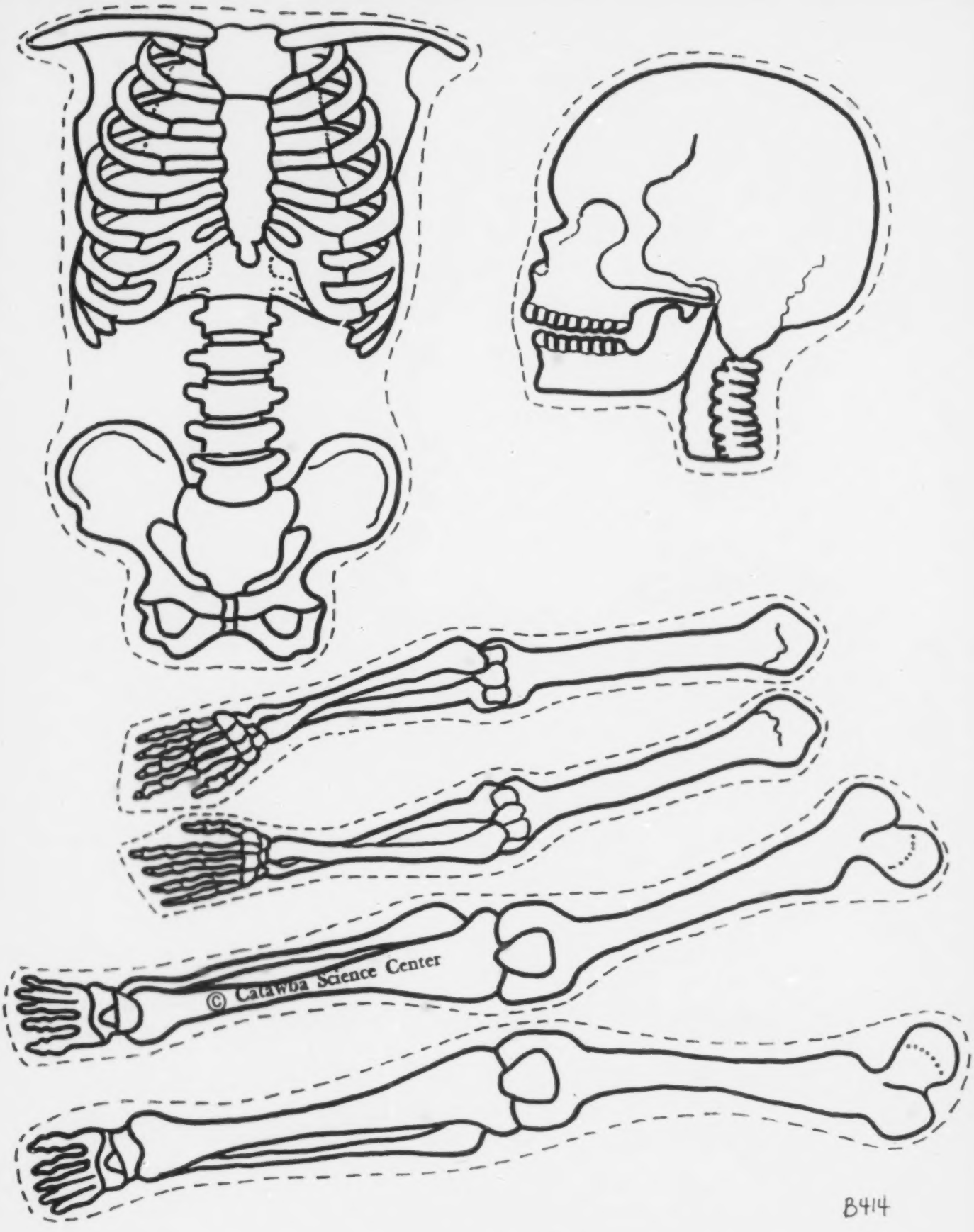
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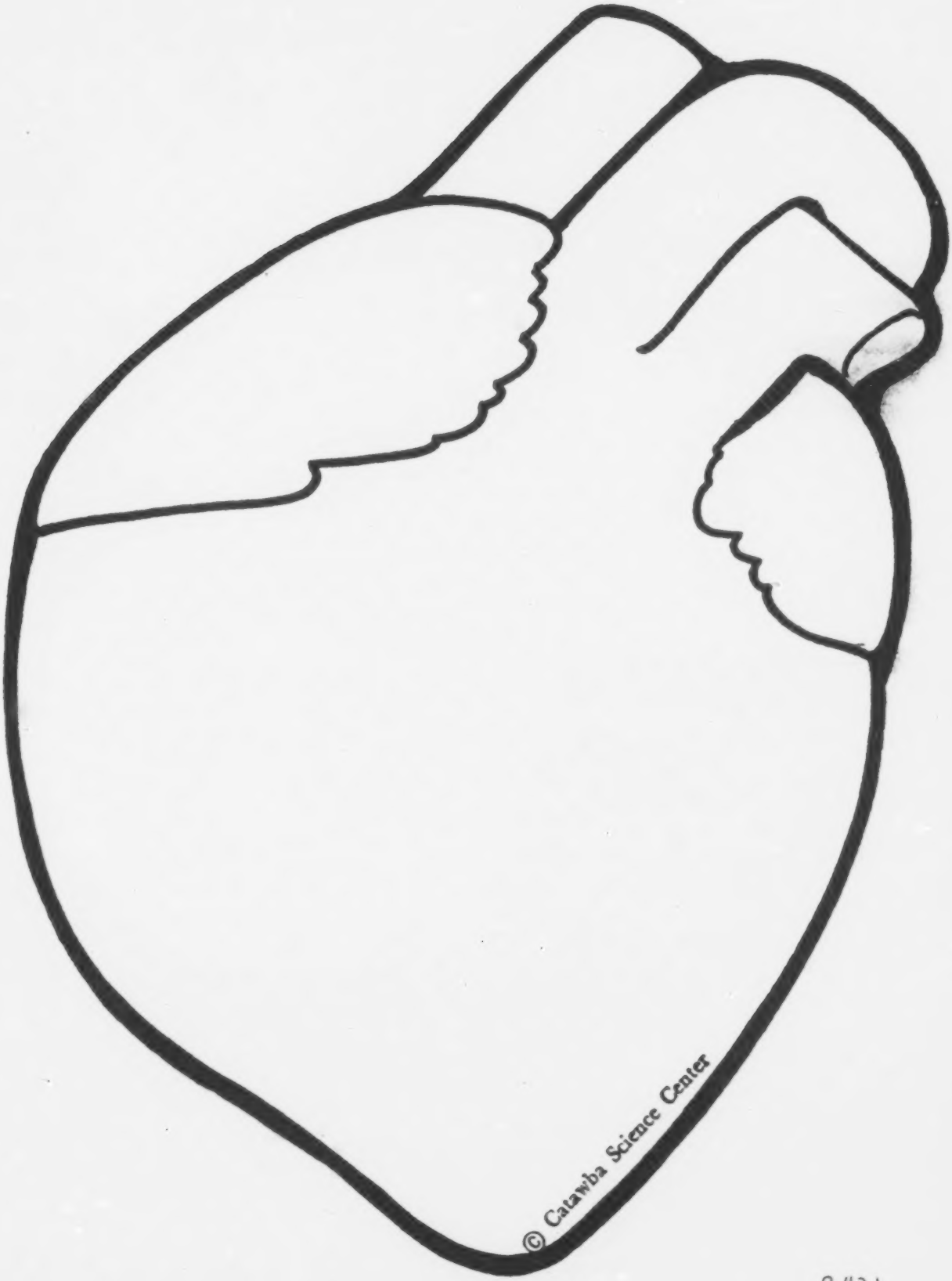

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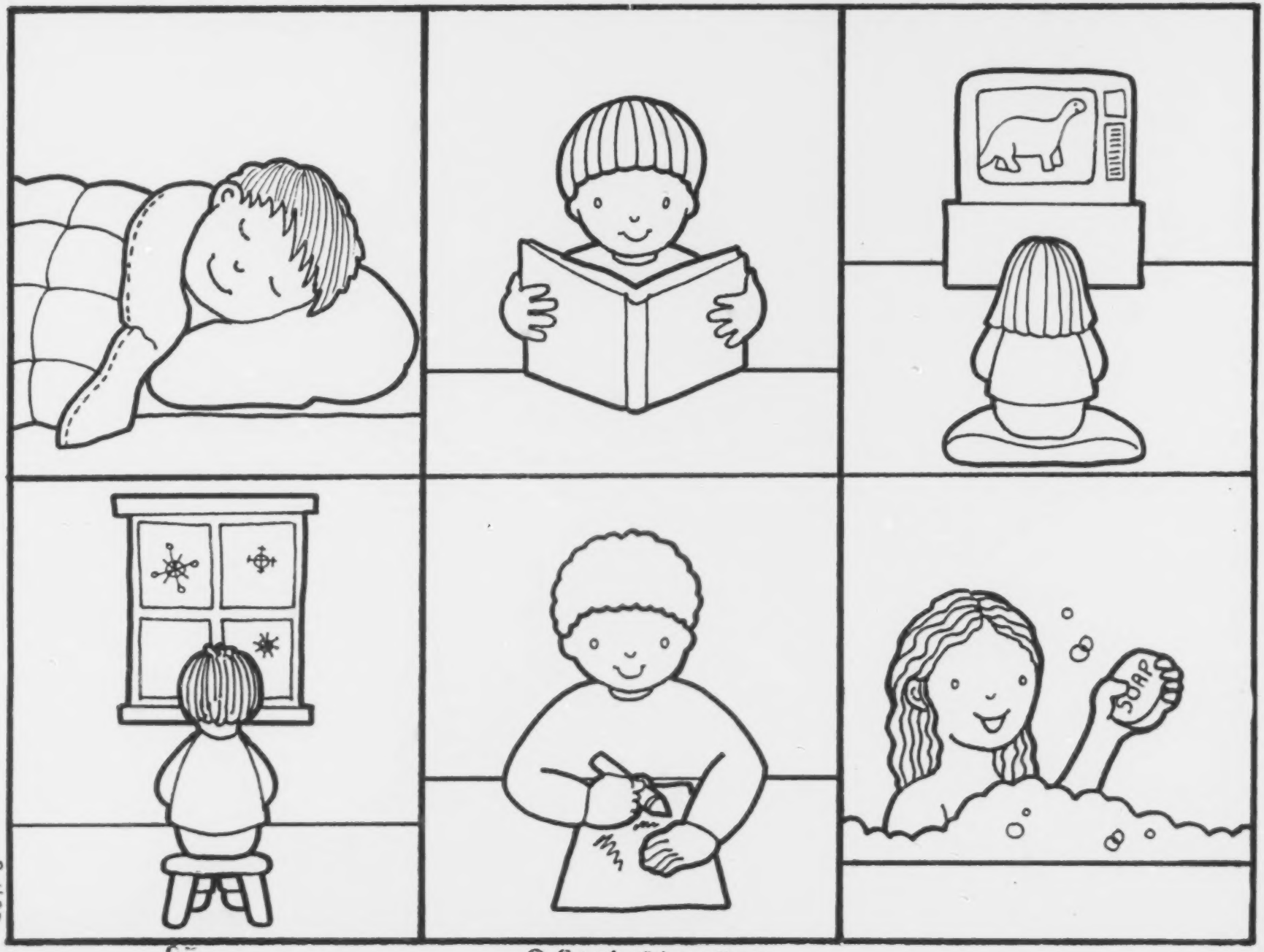

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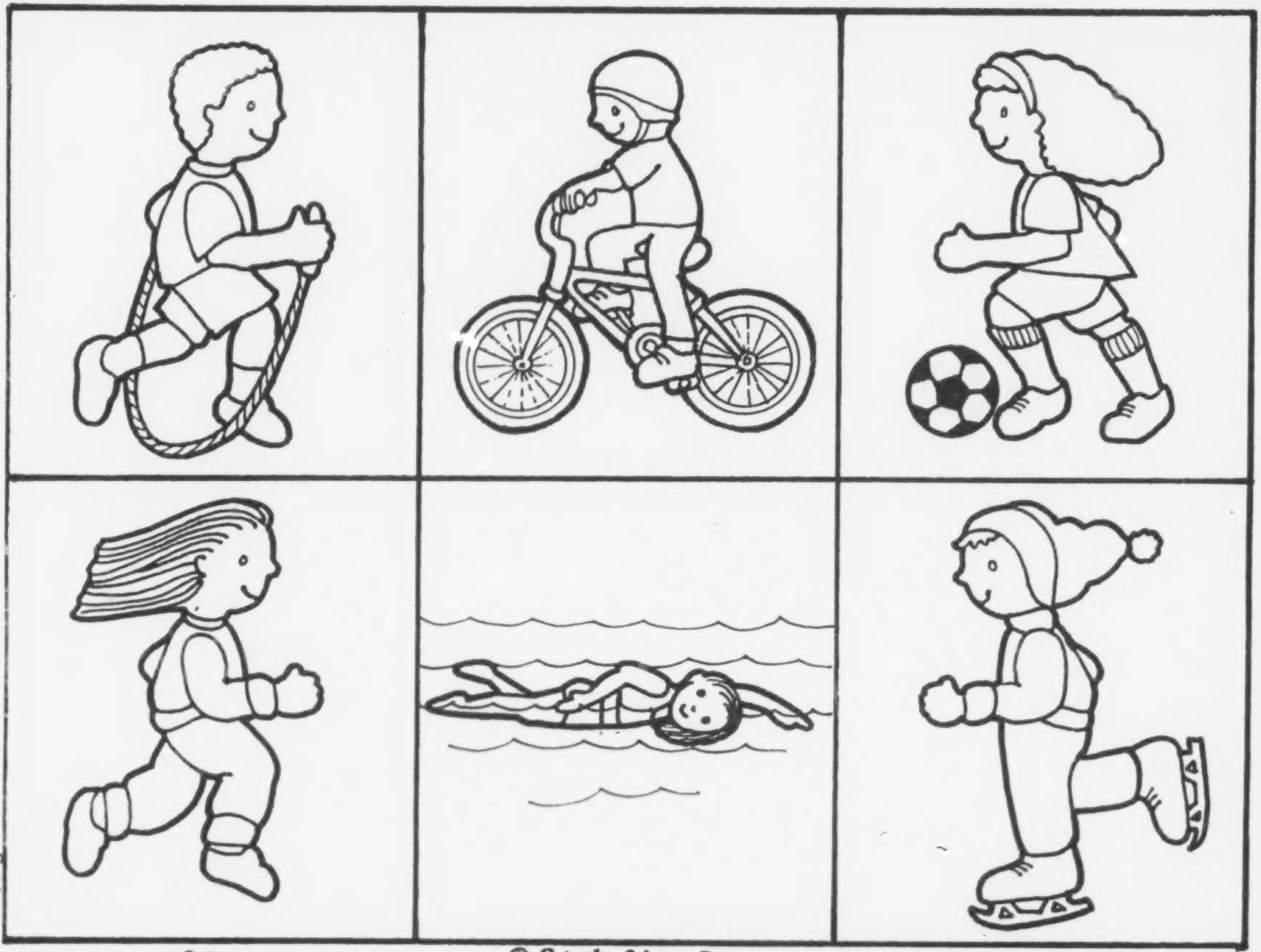

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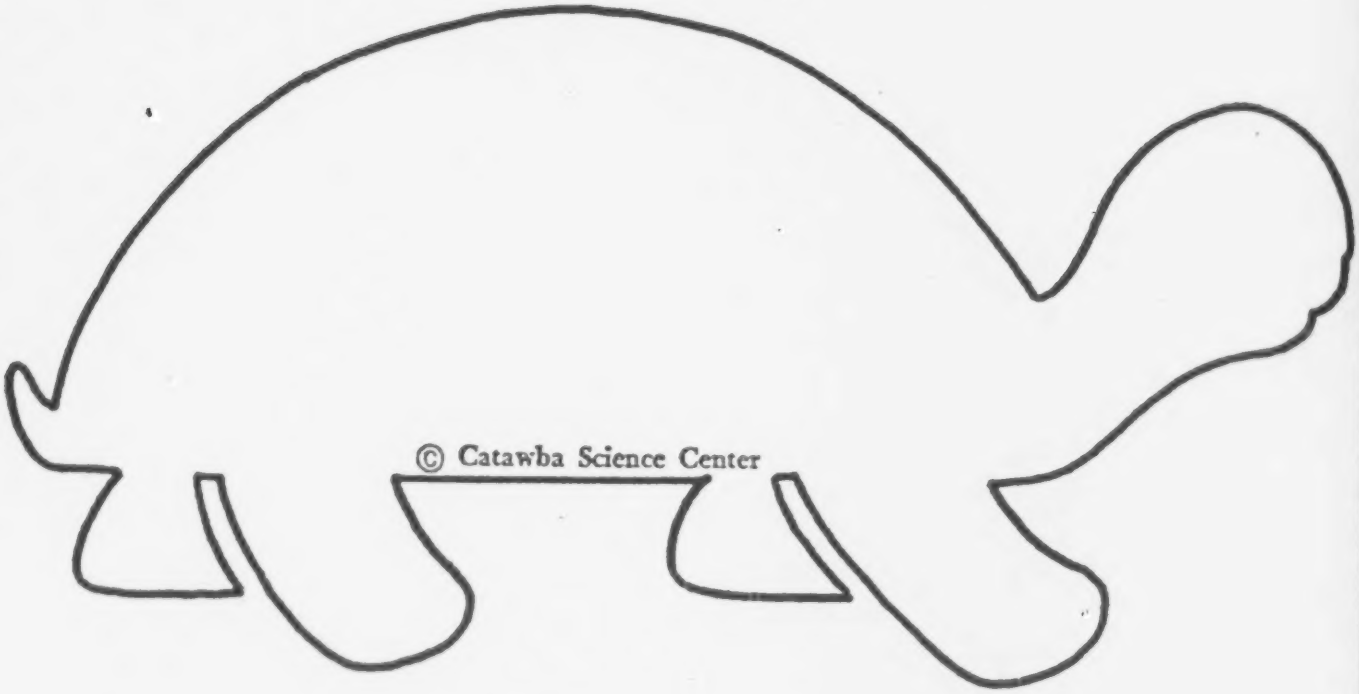

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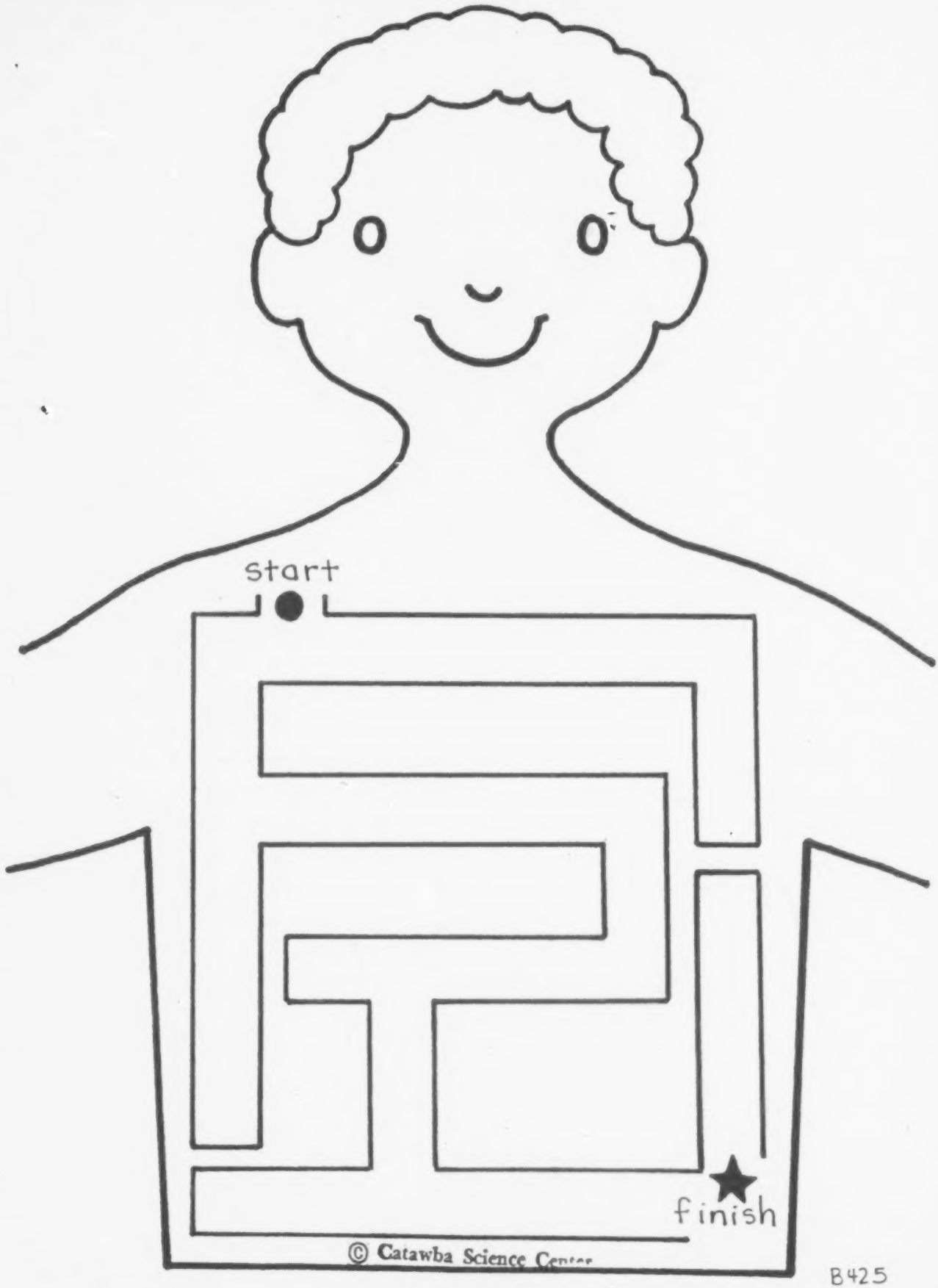
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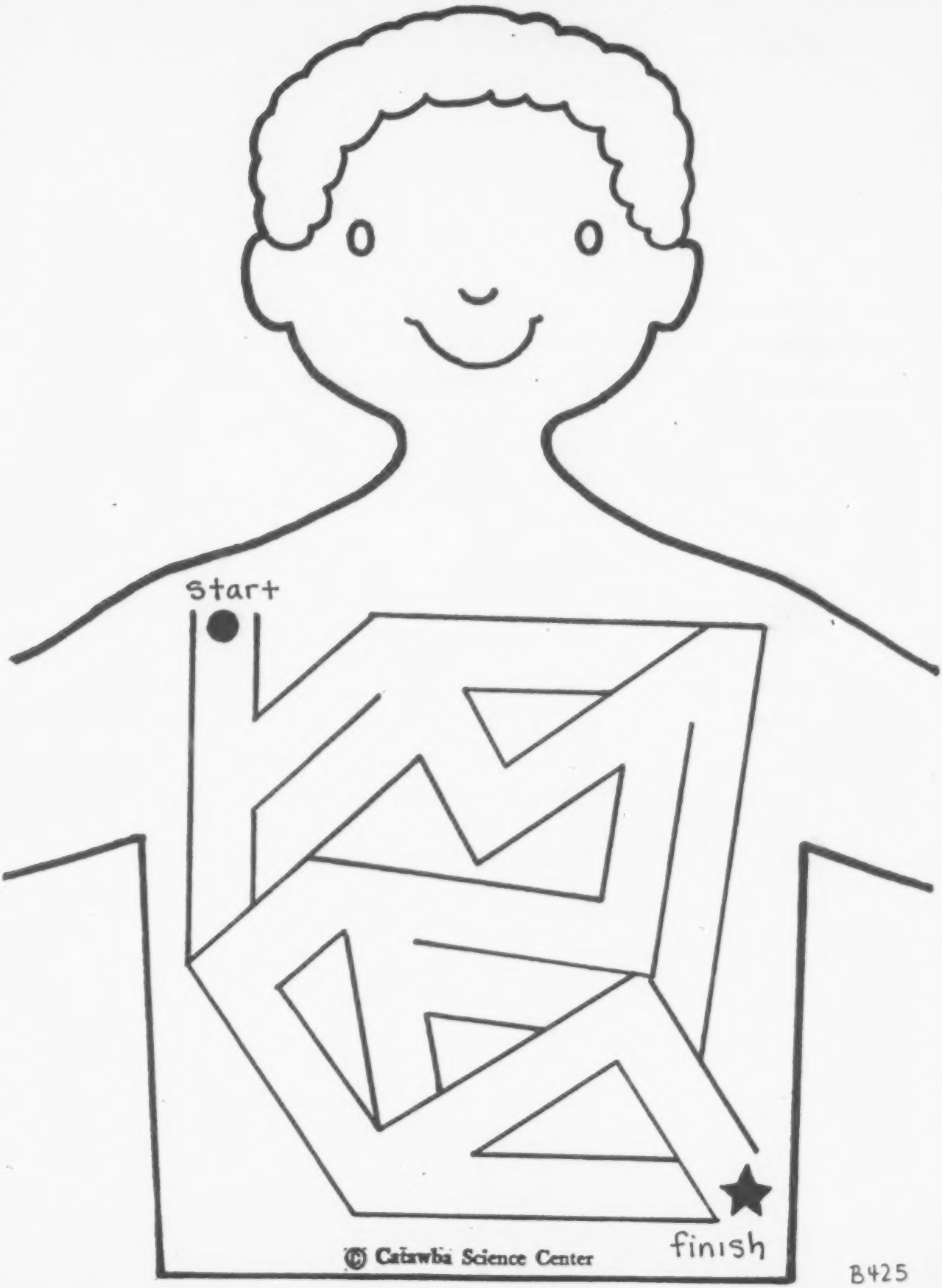

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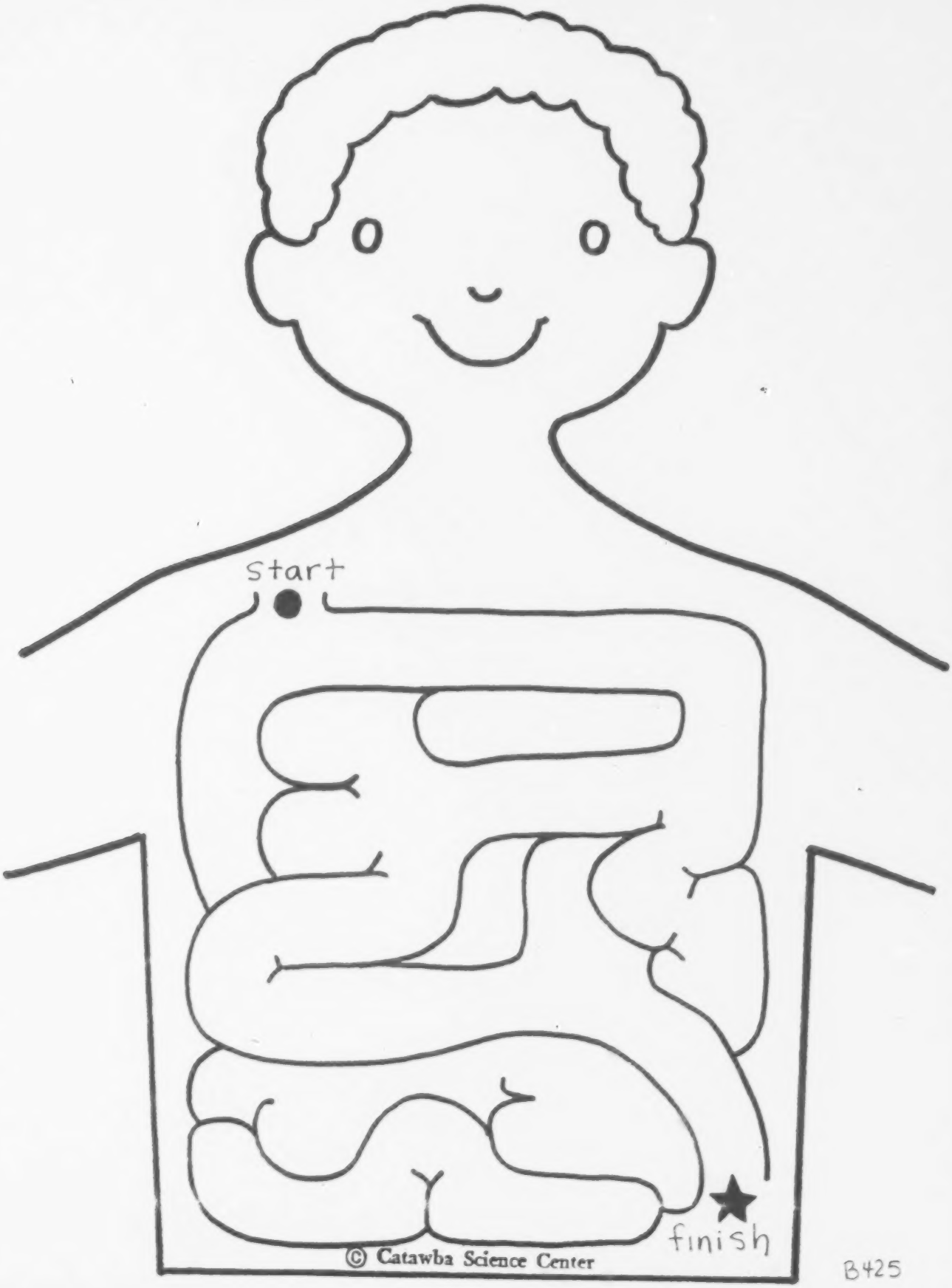
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finish
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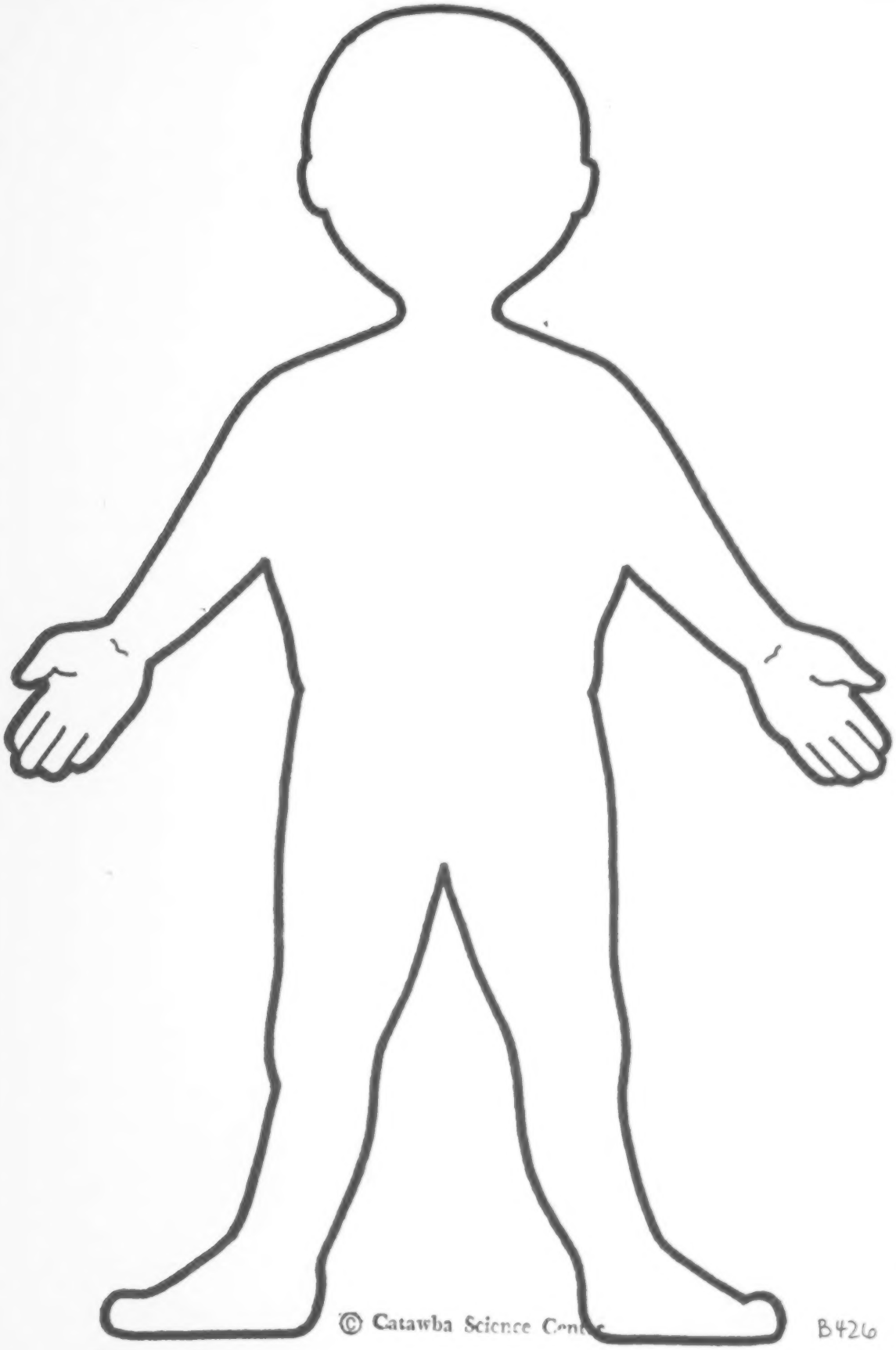

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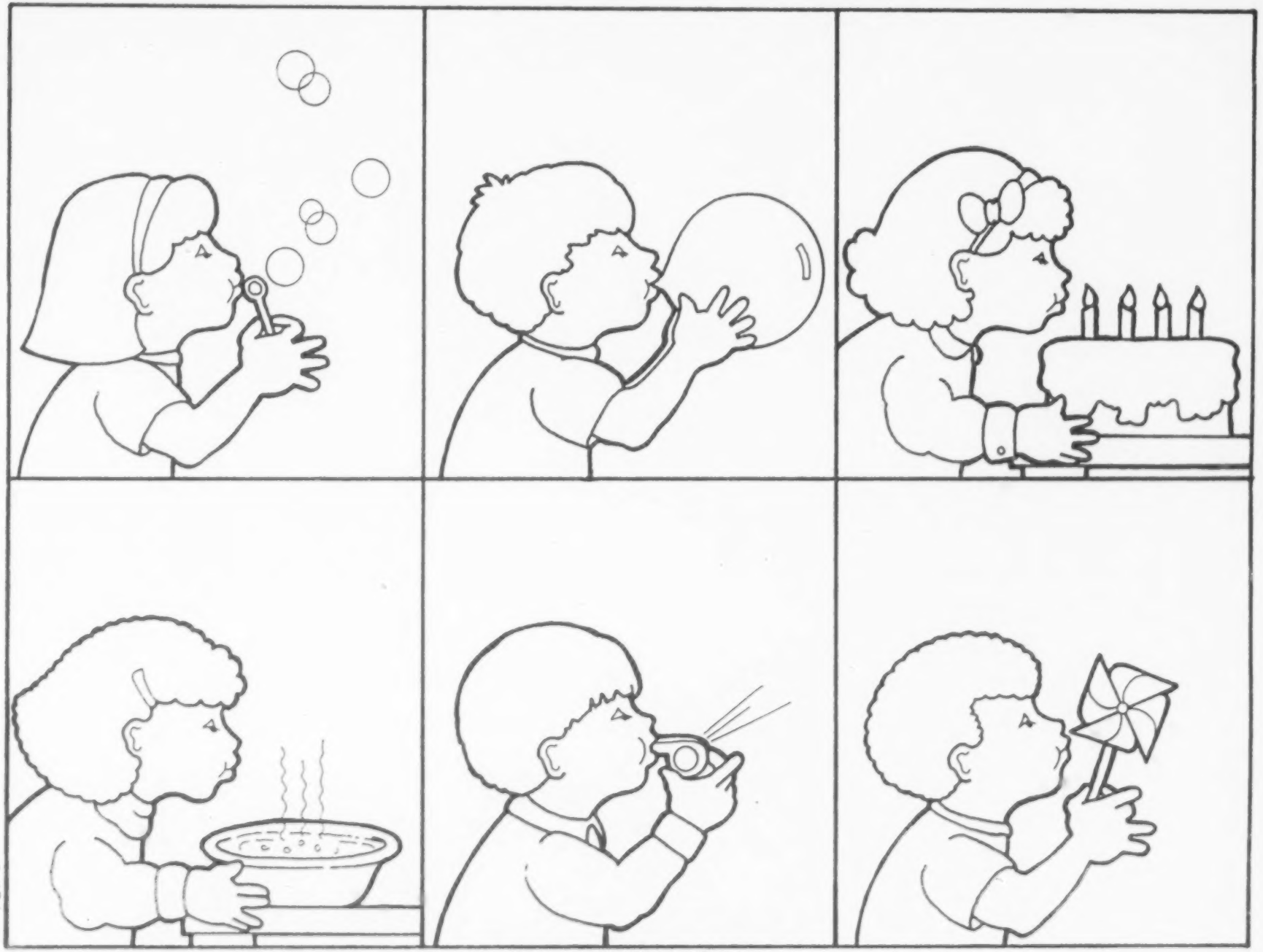

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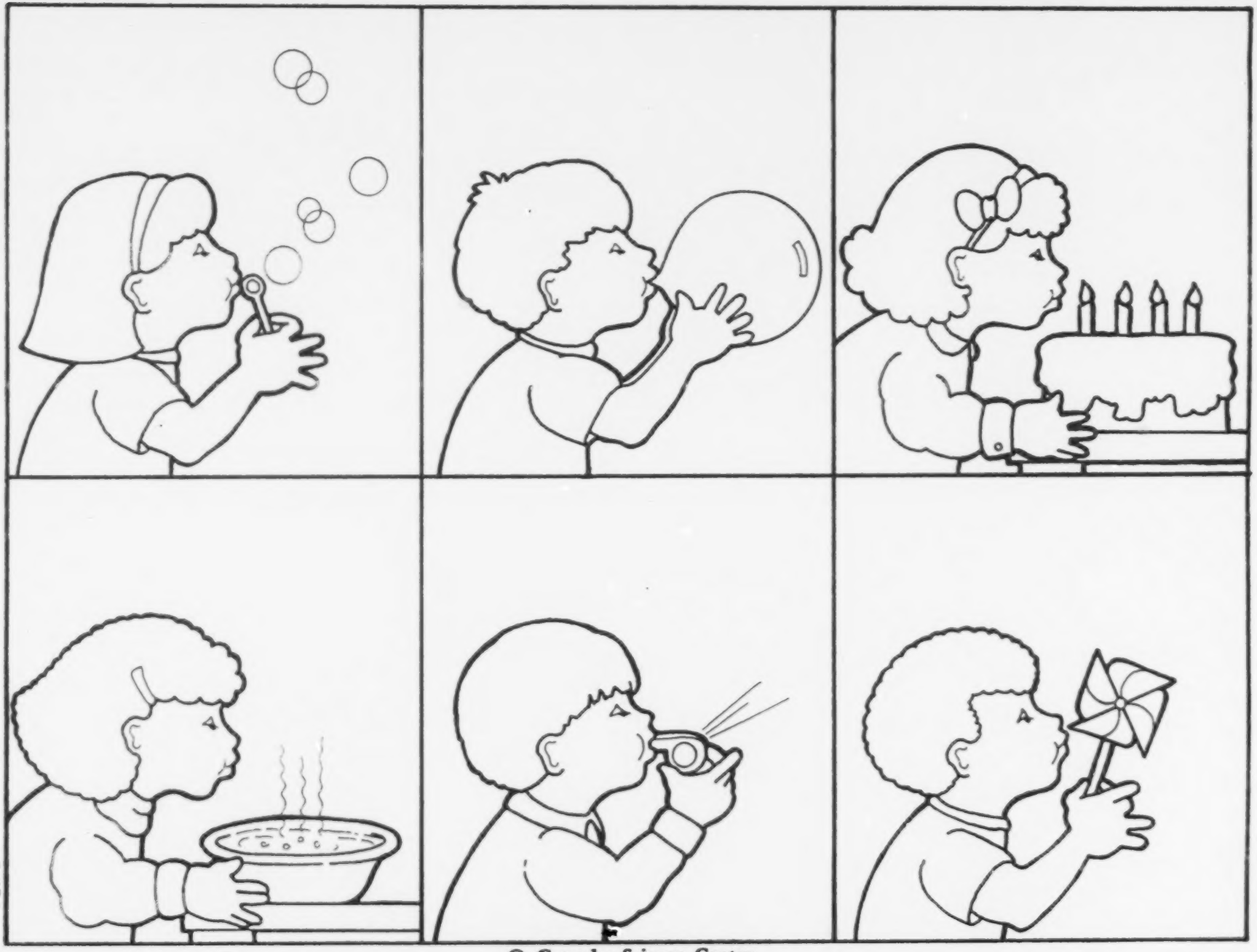

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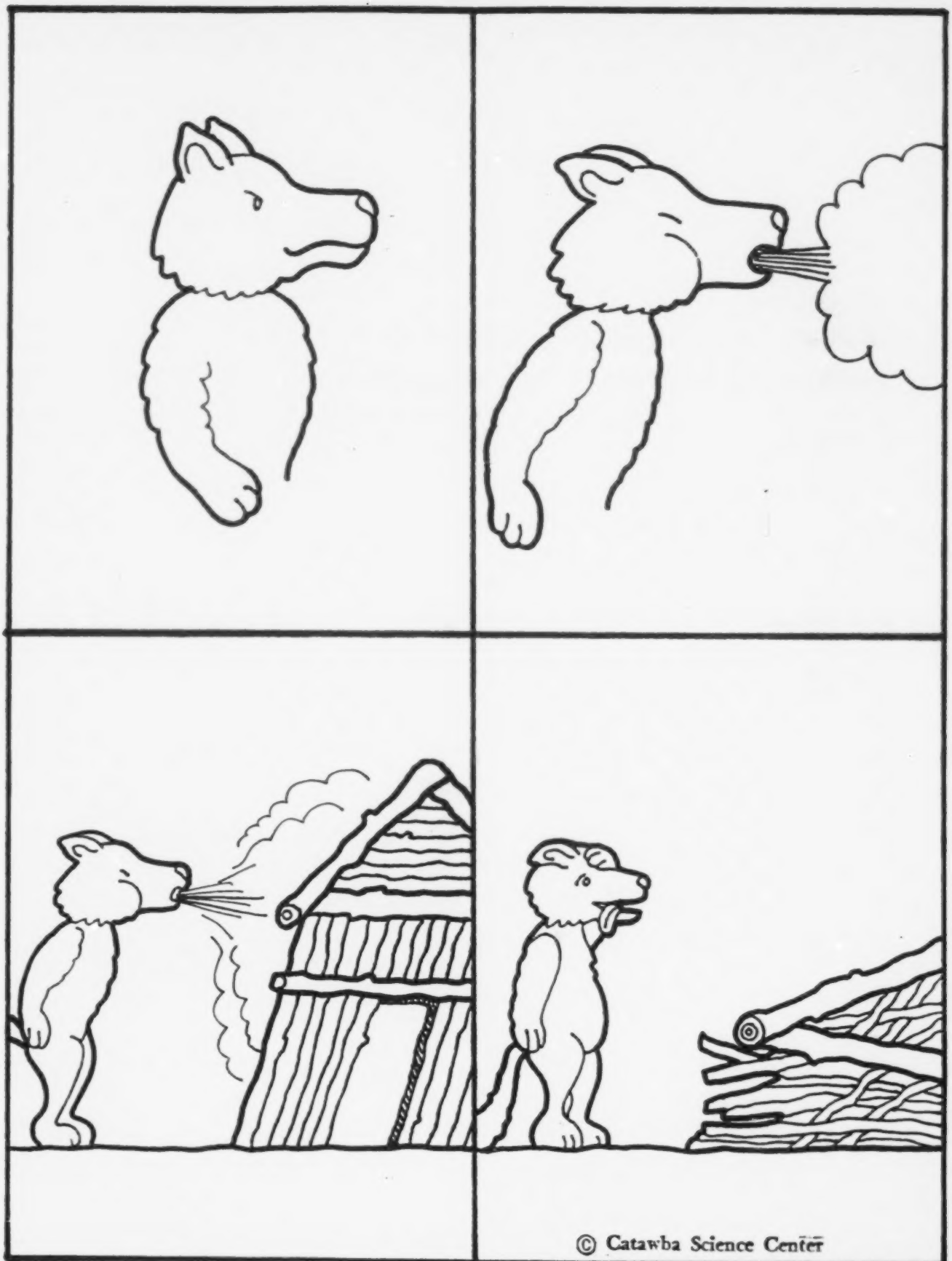
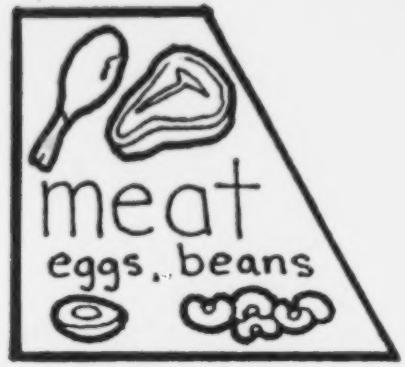
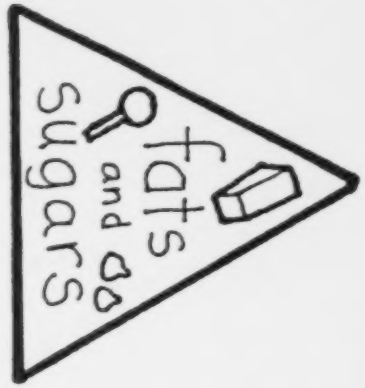
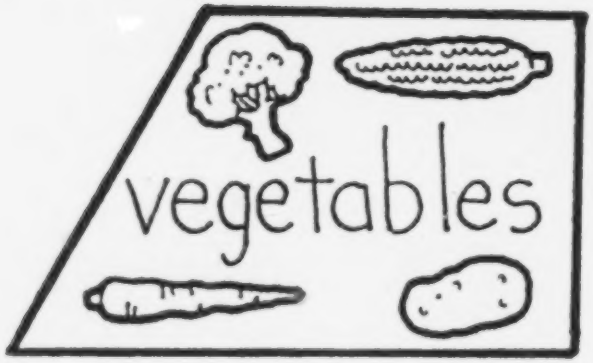


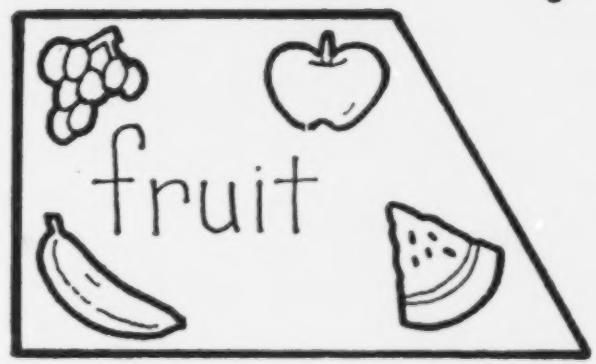
B 437

Milk
dairy
Yogu


meat
eggs, beans


fats
and
sugars


vegetables


fruit

breads and cereals
rice and pasta
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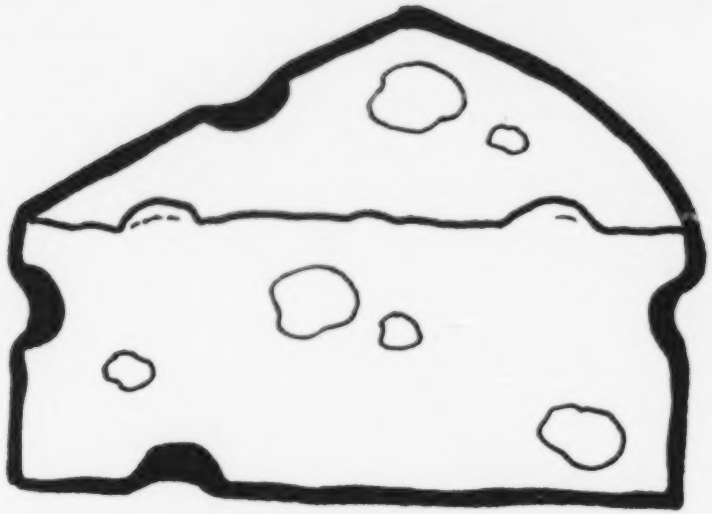
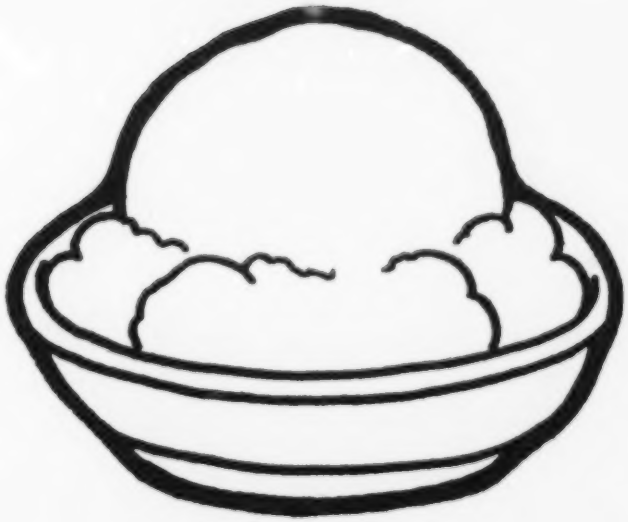
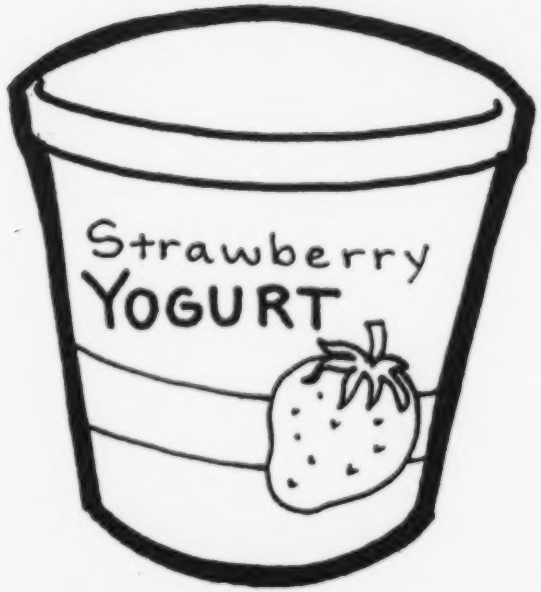
B442







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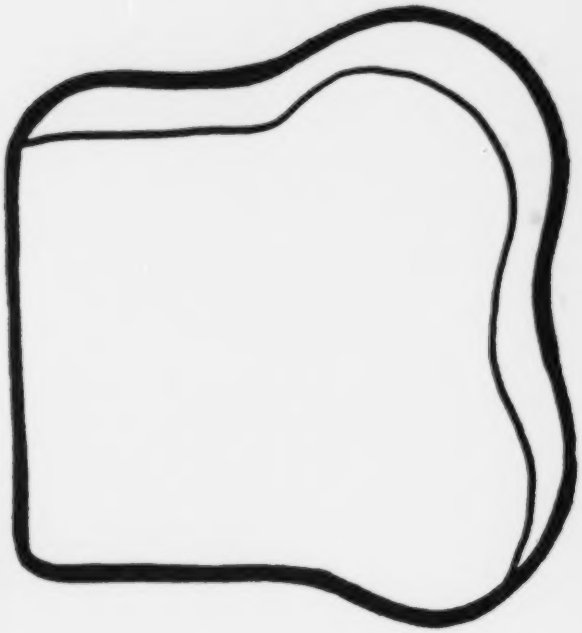

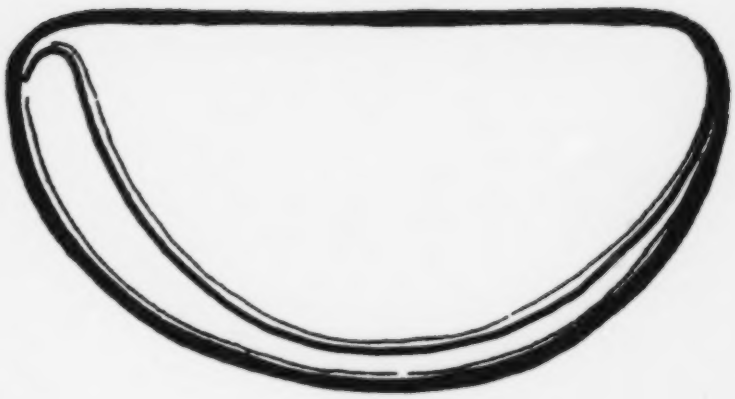

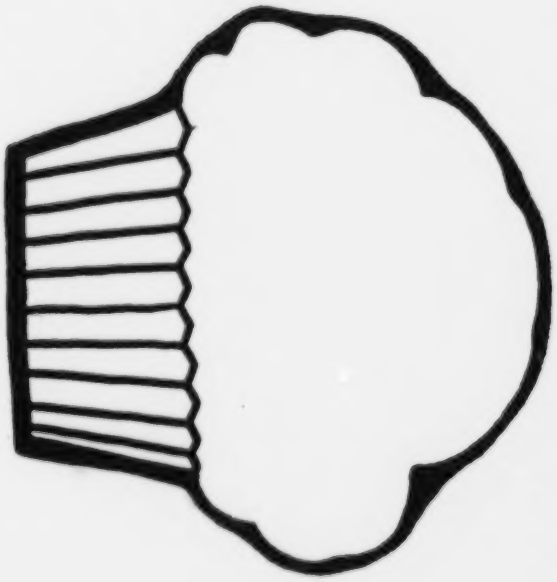

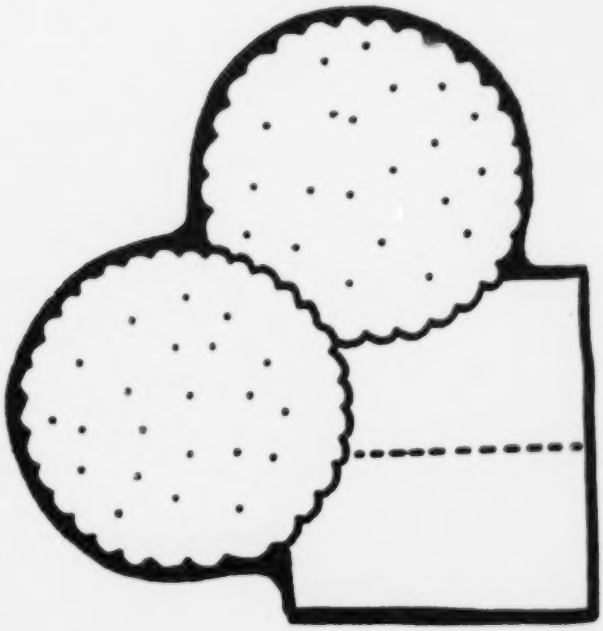

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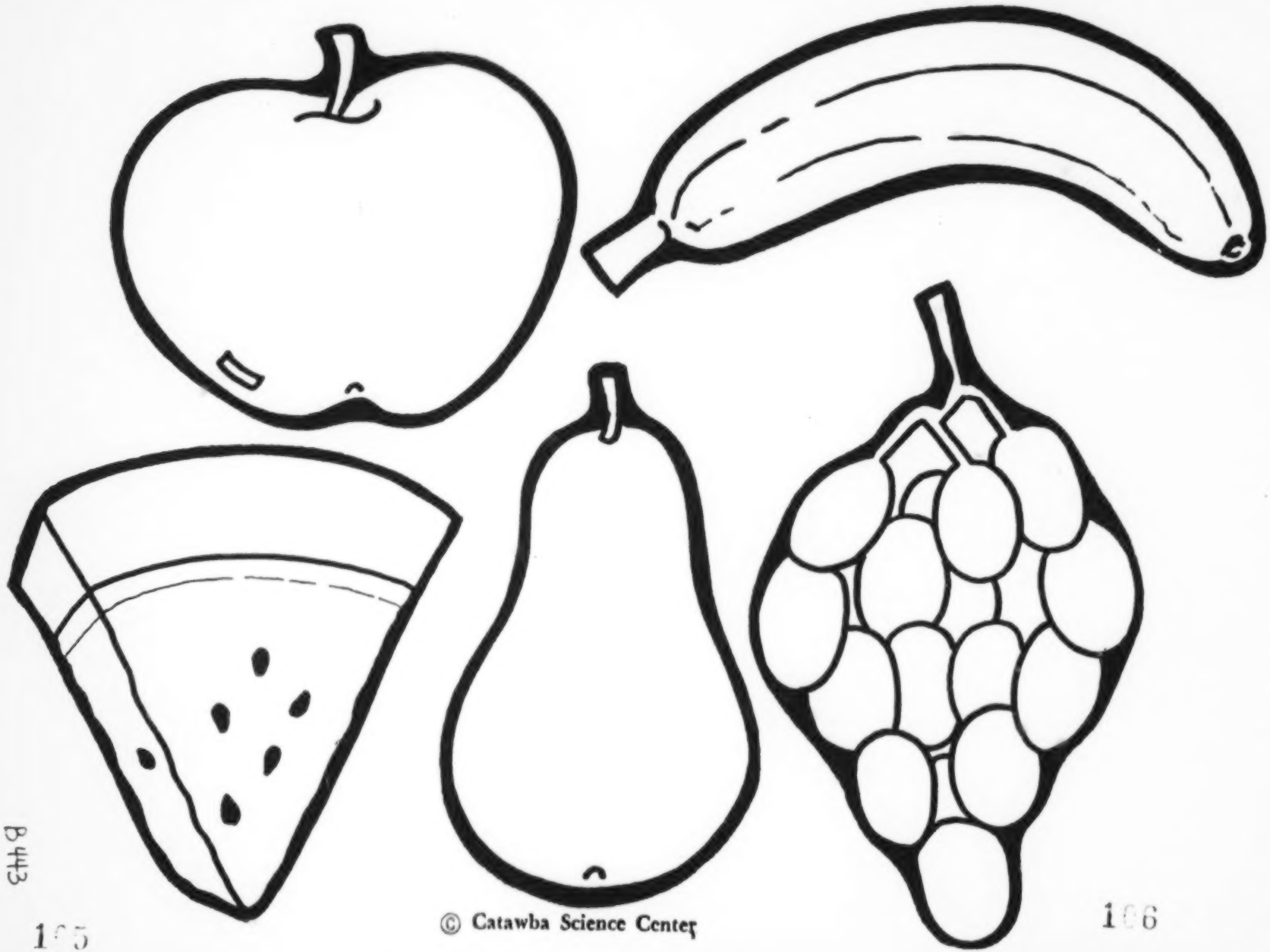

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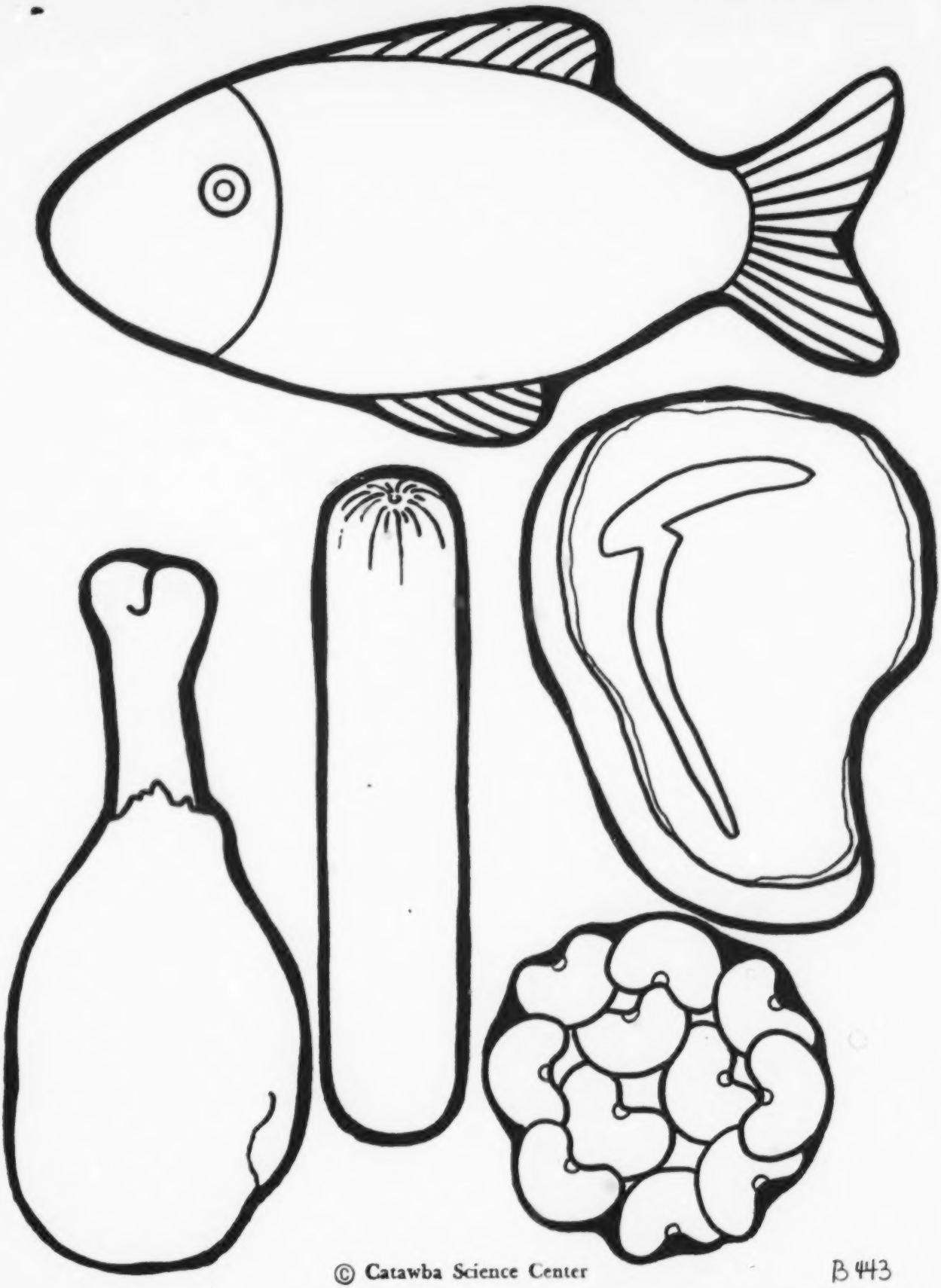

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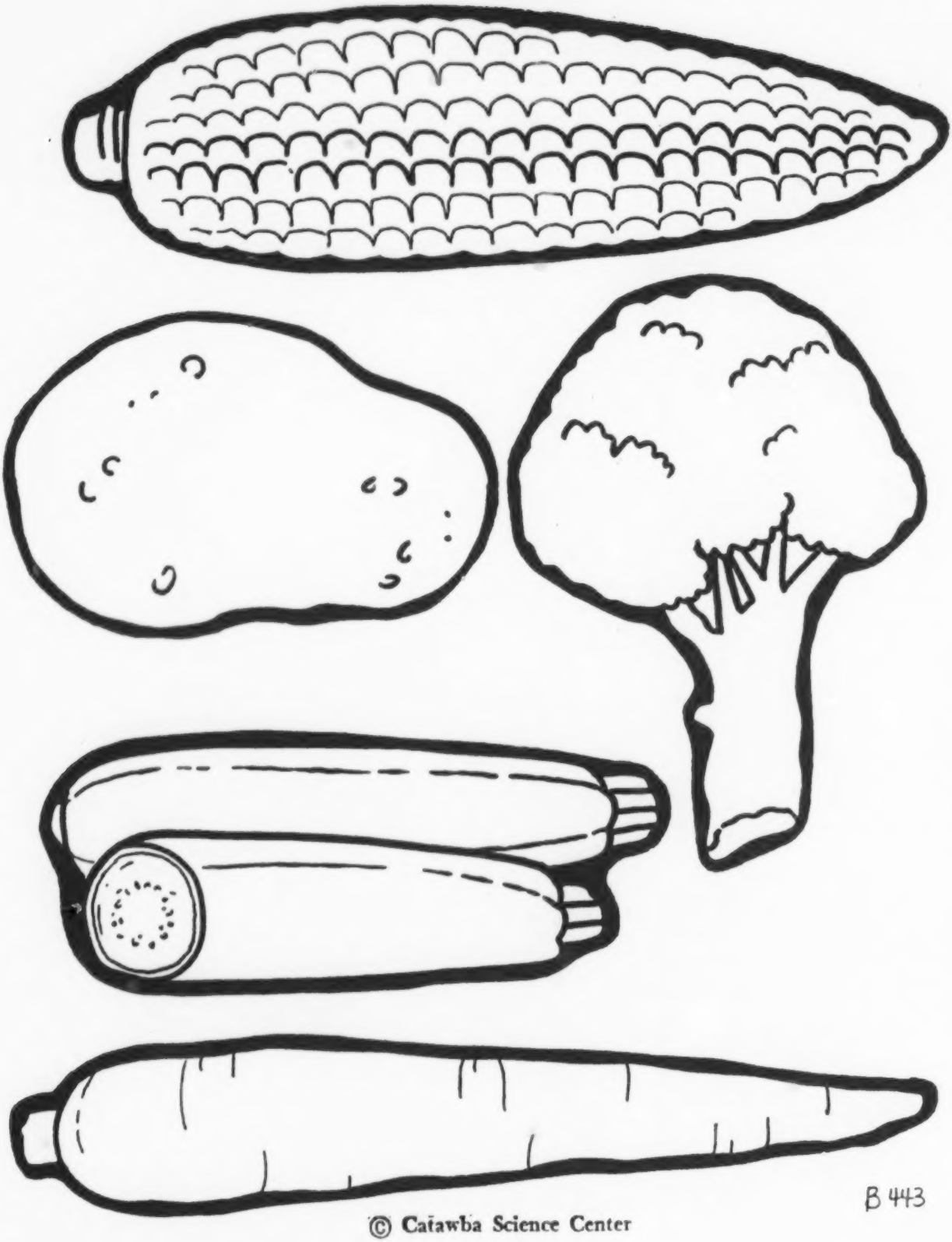

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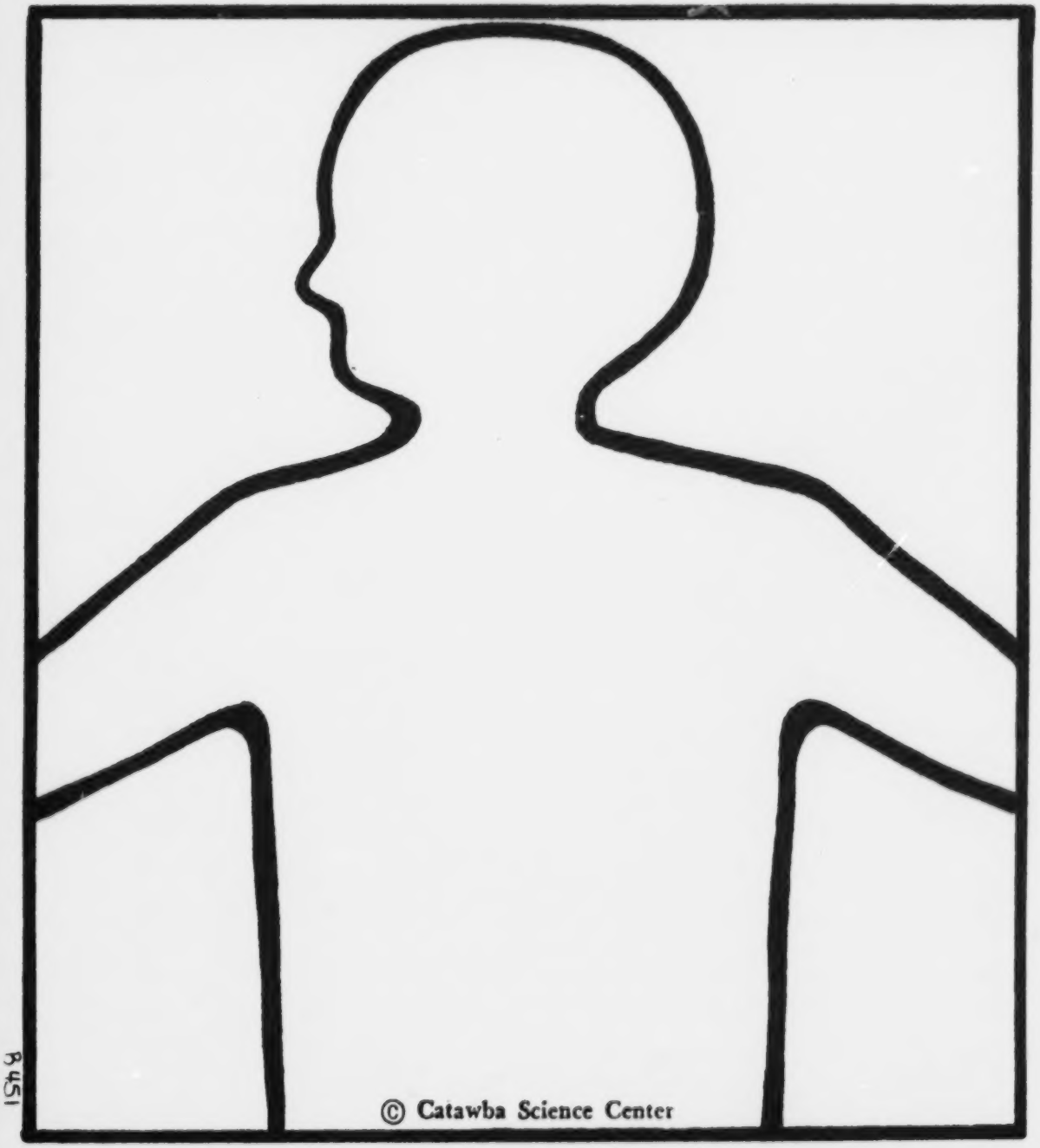
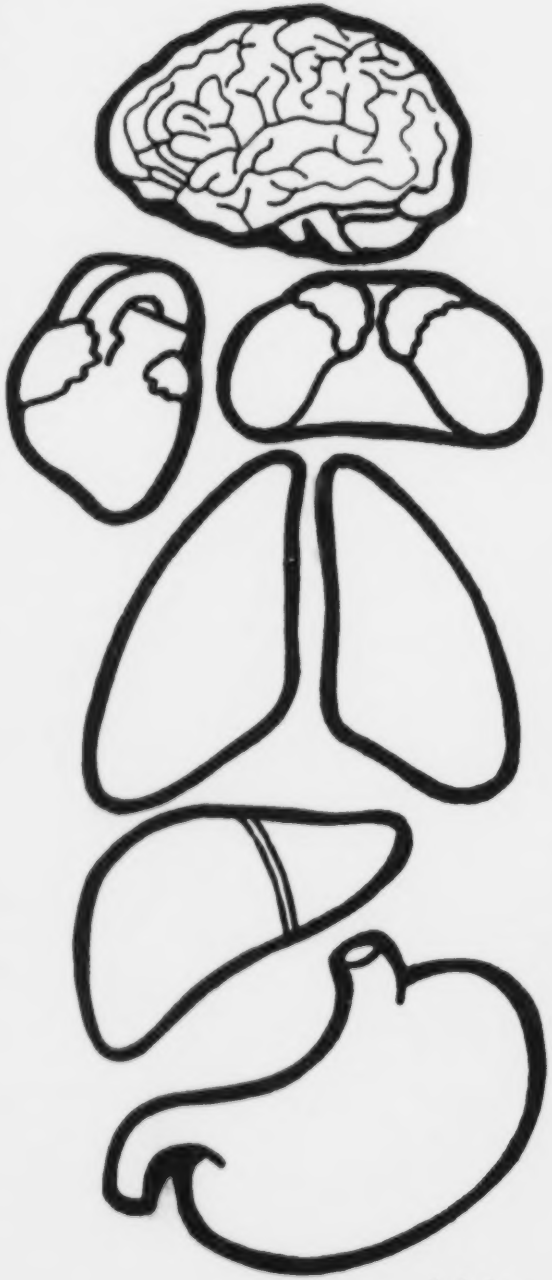


B451

109



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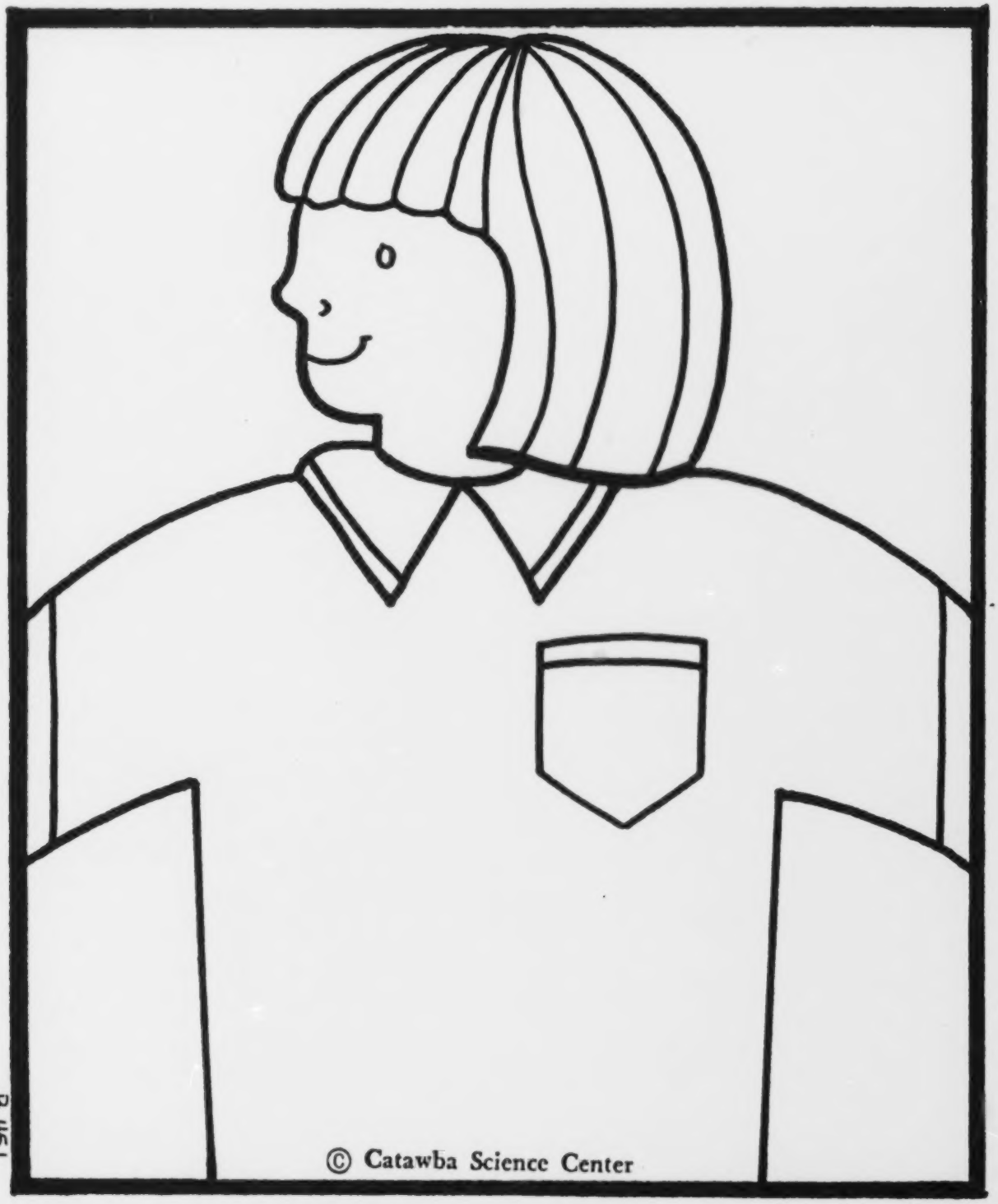

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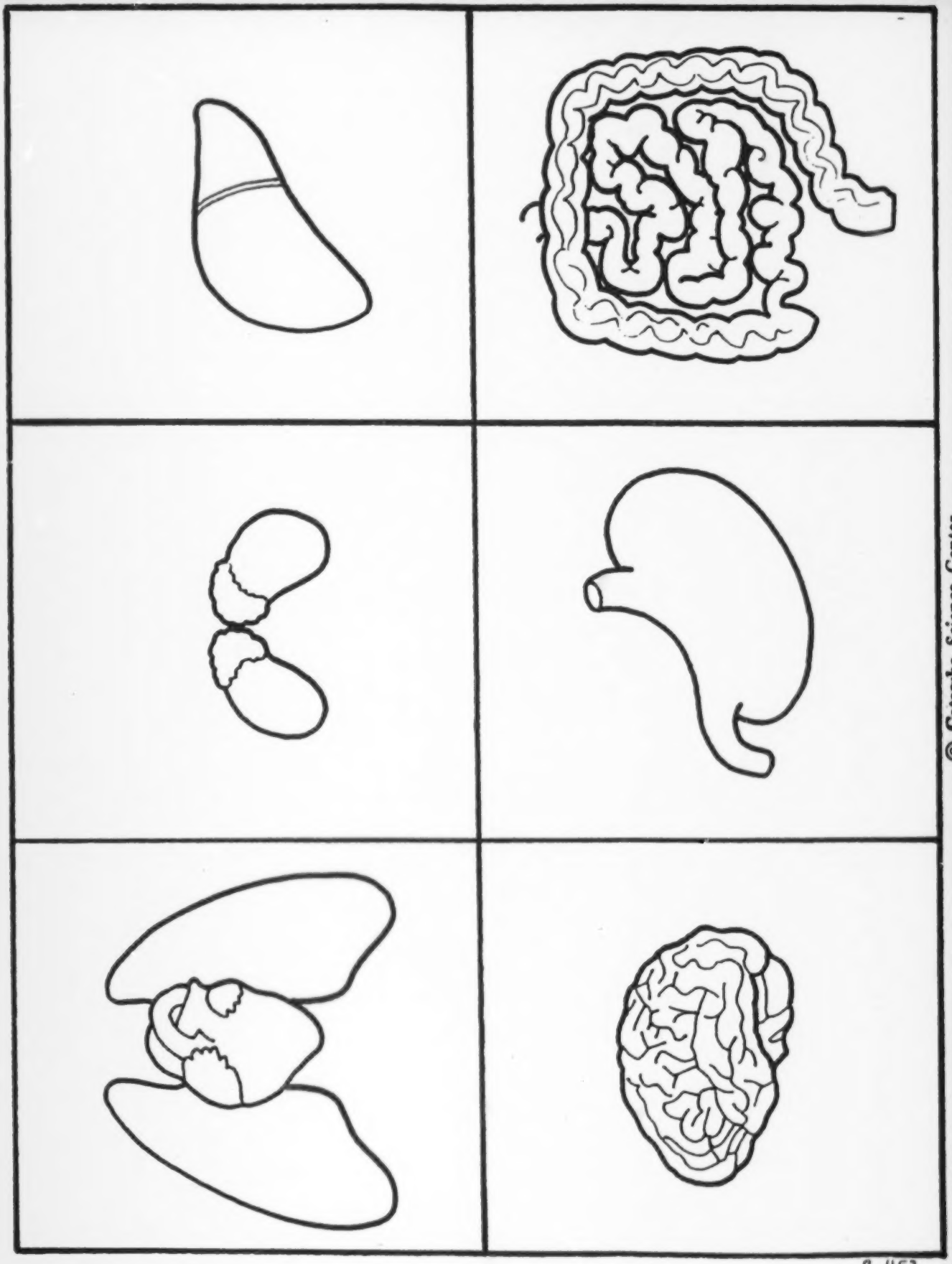

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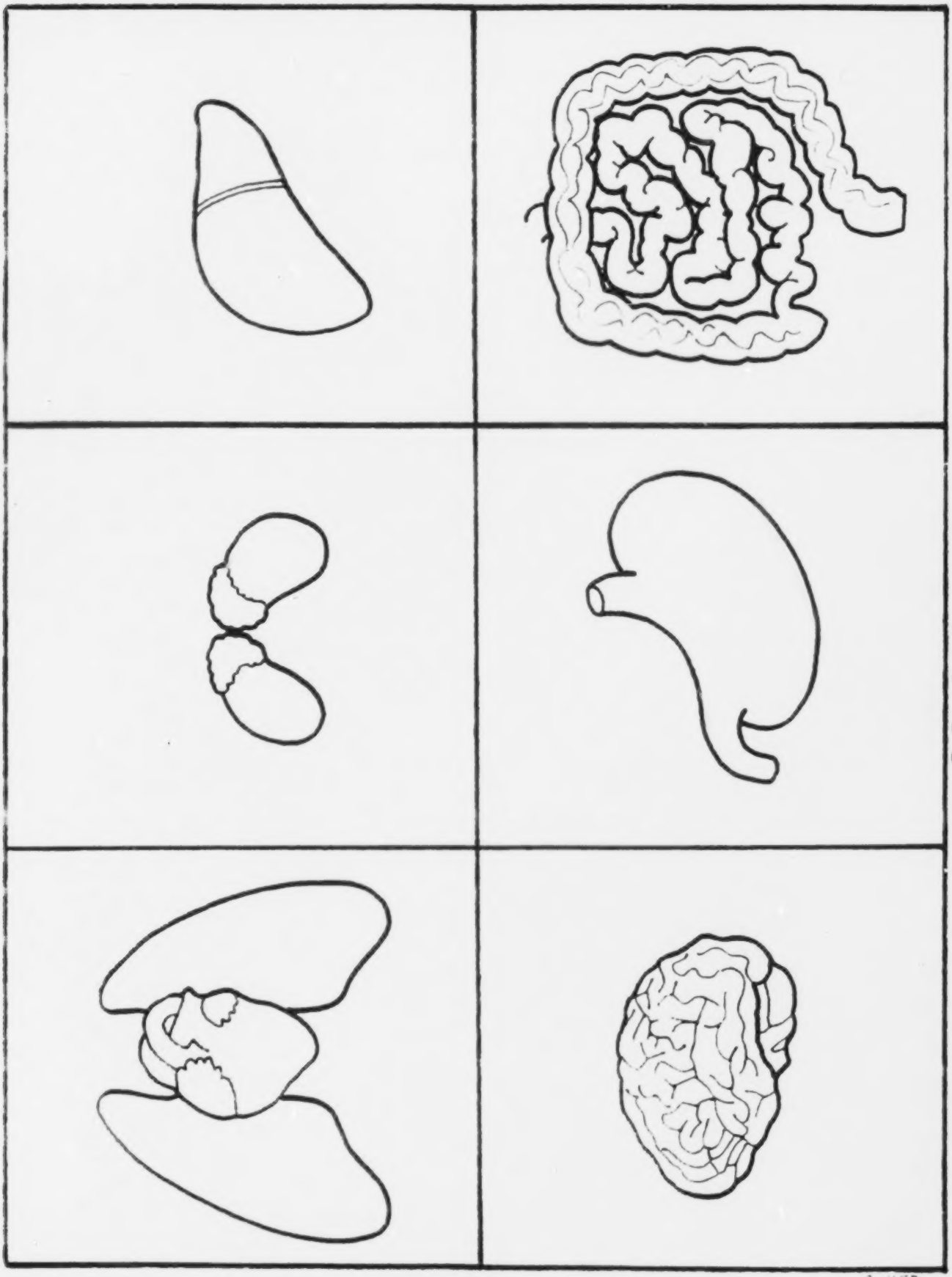
B 453



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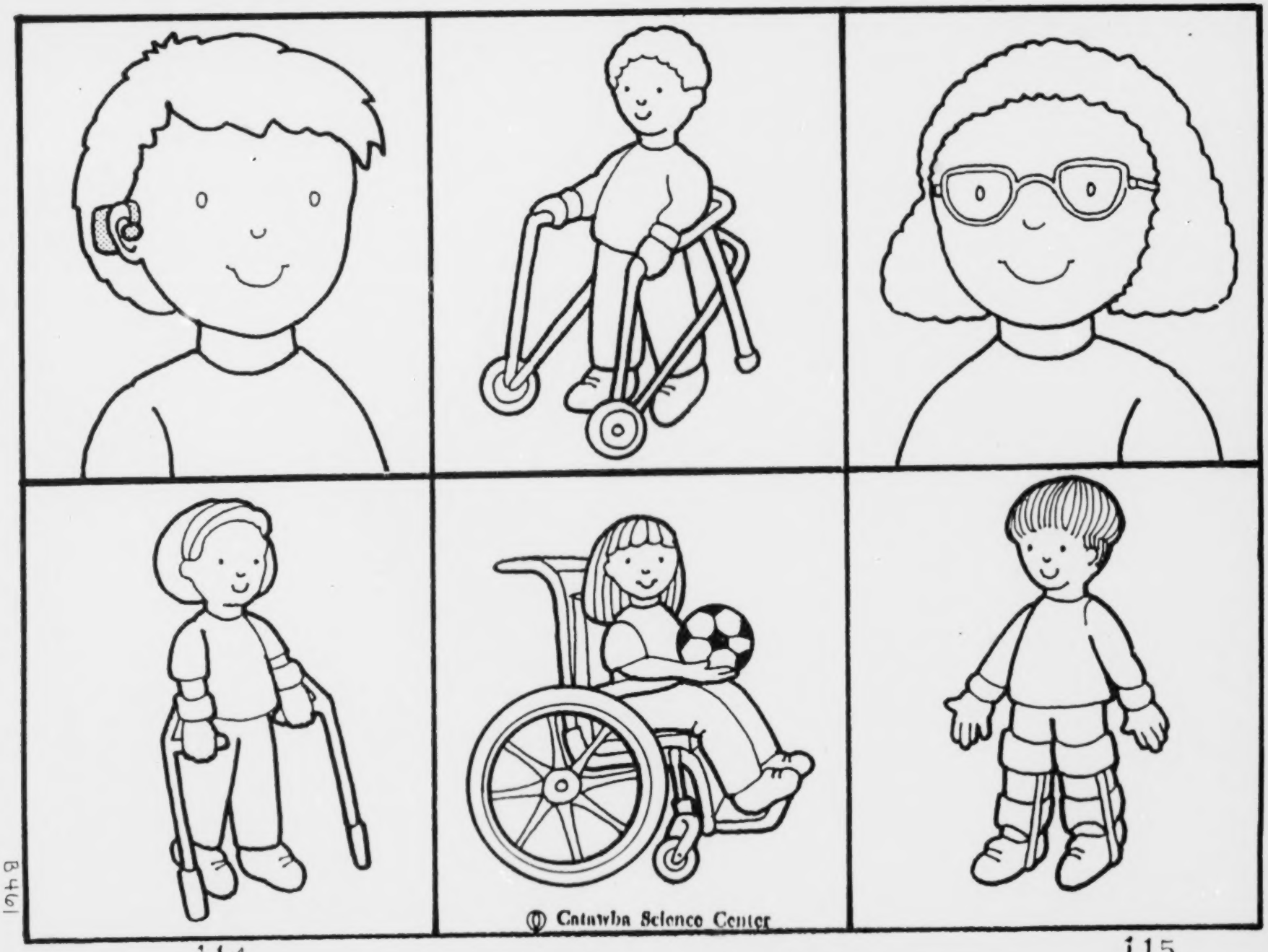
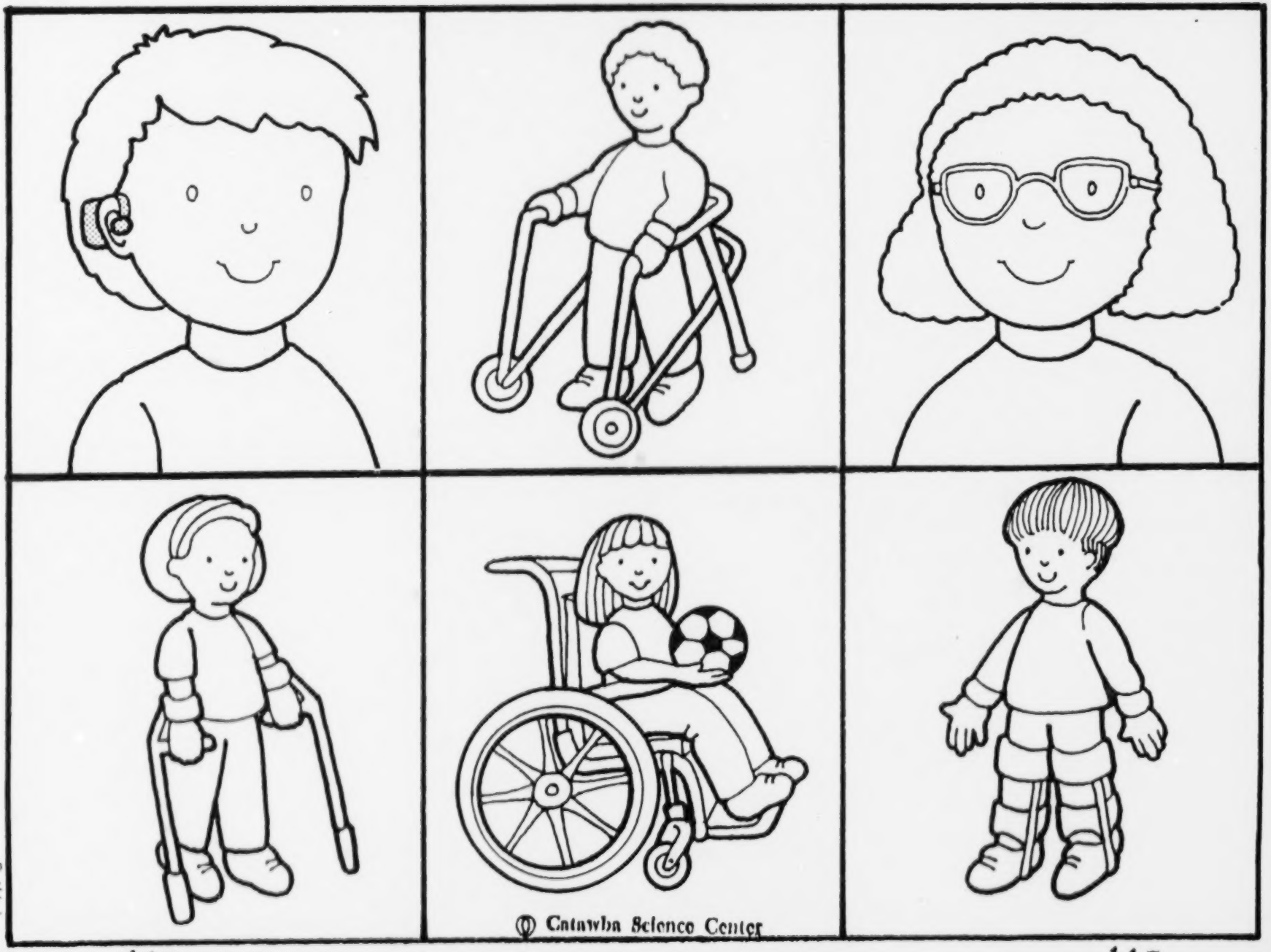
B 453



114

115

B461



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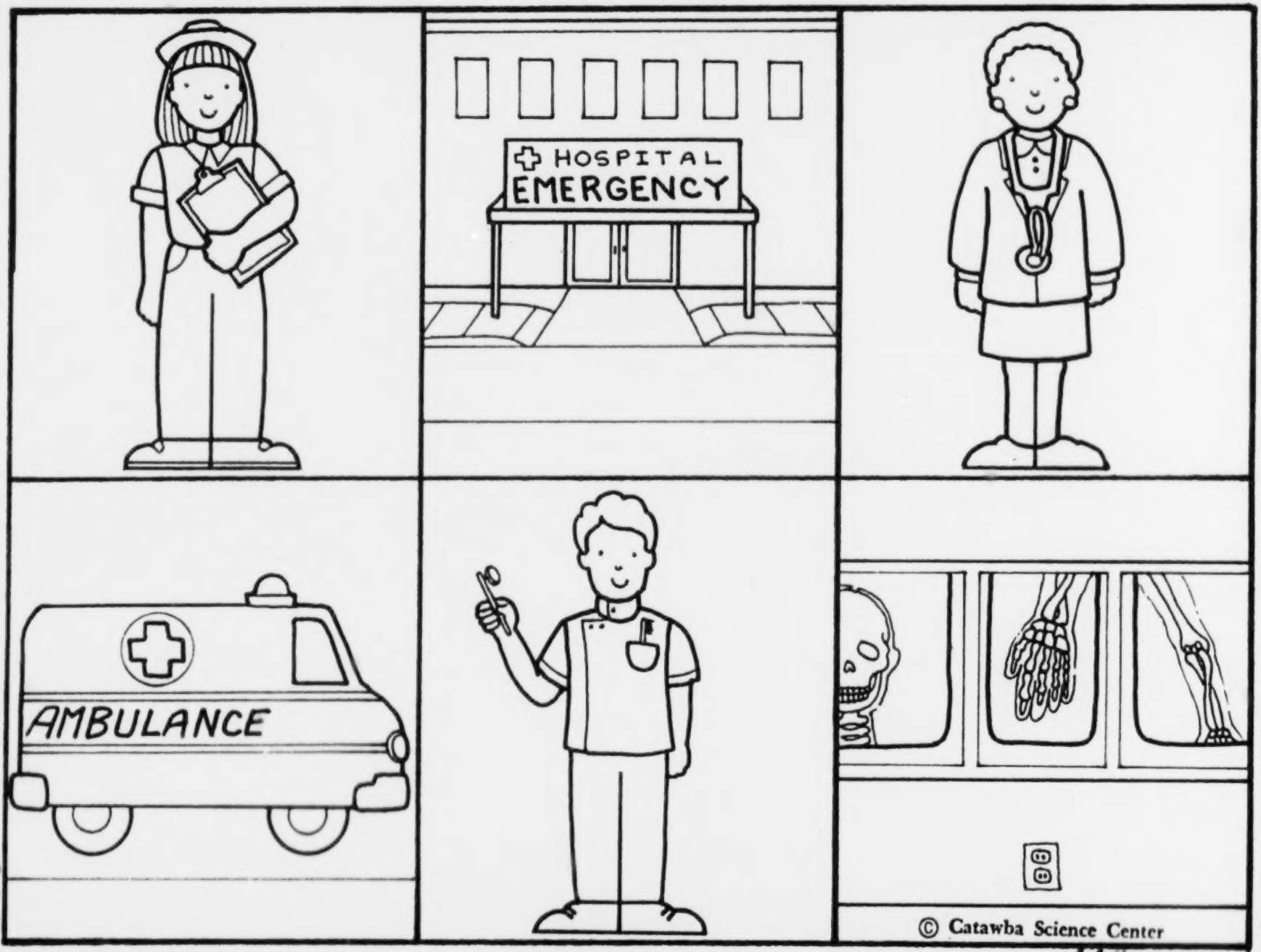
1968


HOSPITAL
EMERGENCY
AMBULANCE
B462
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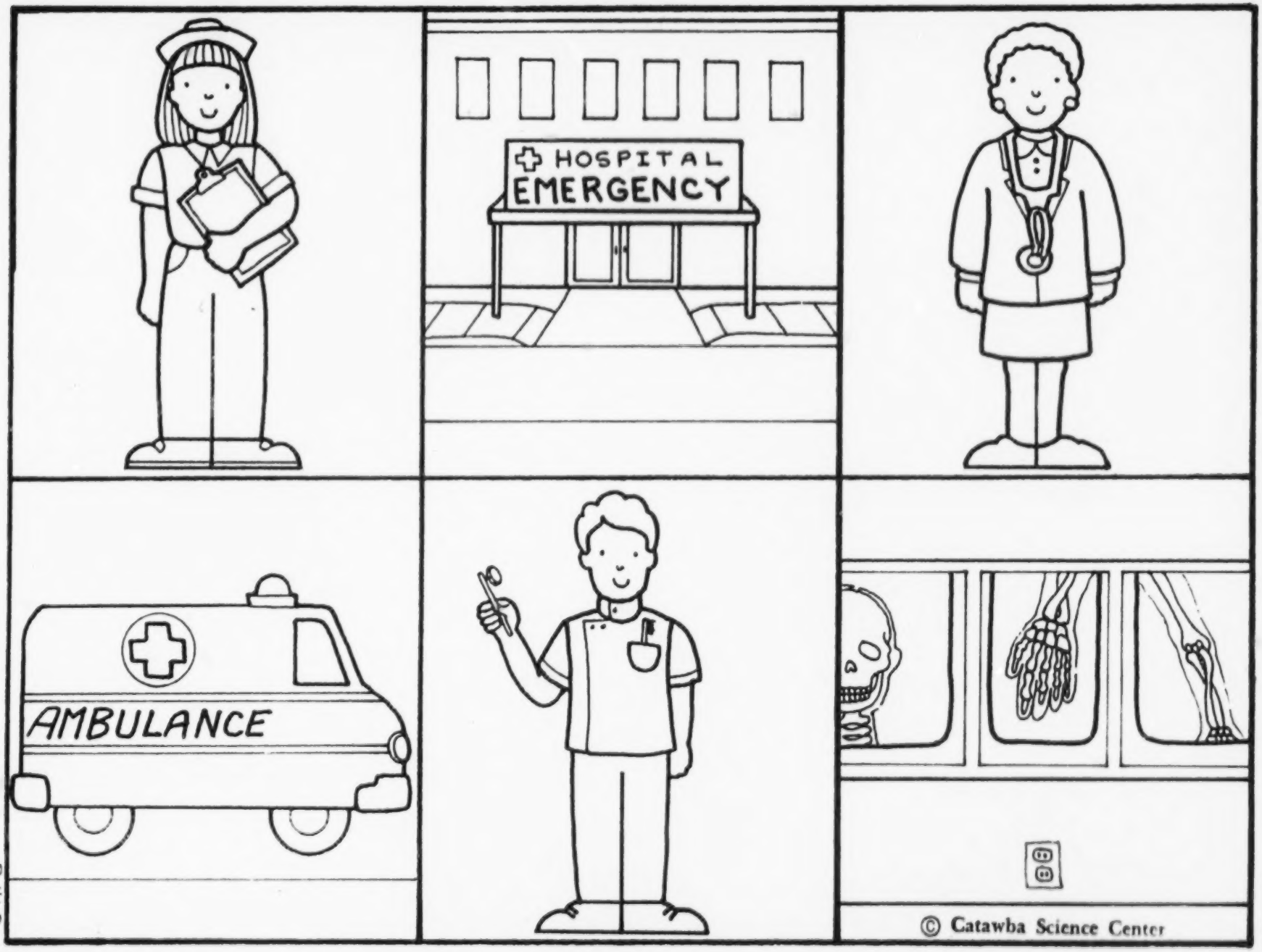
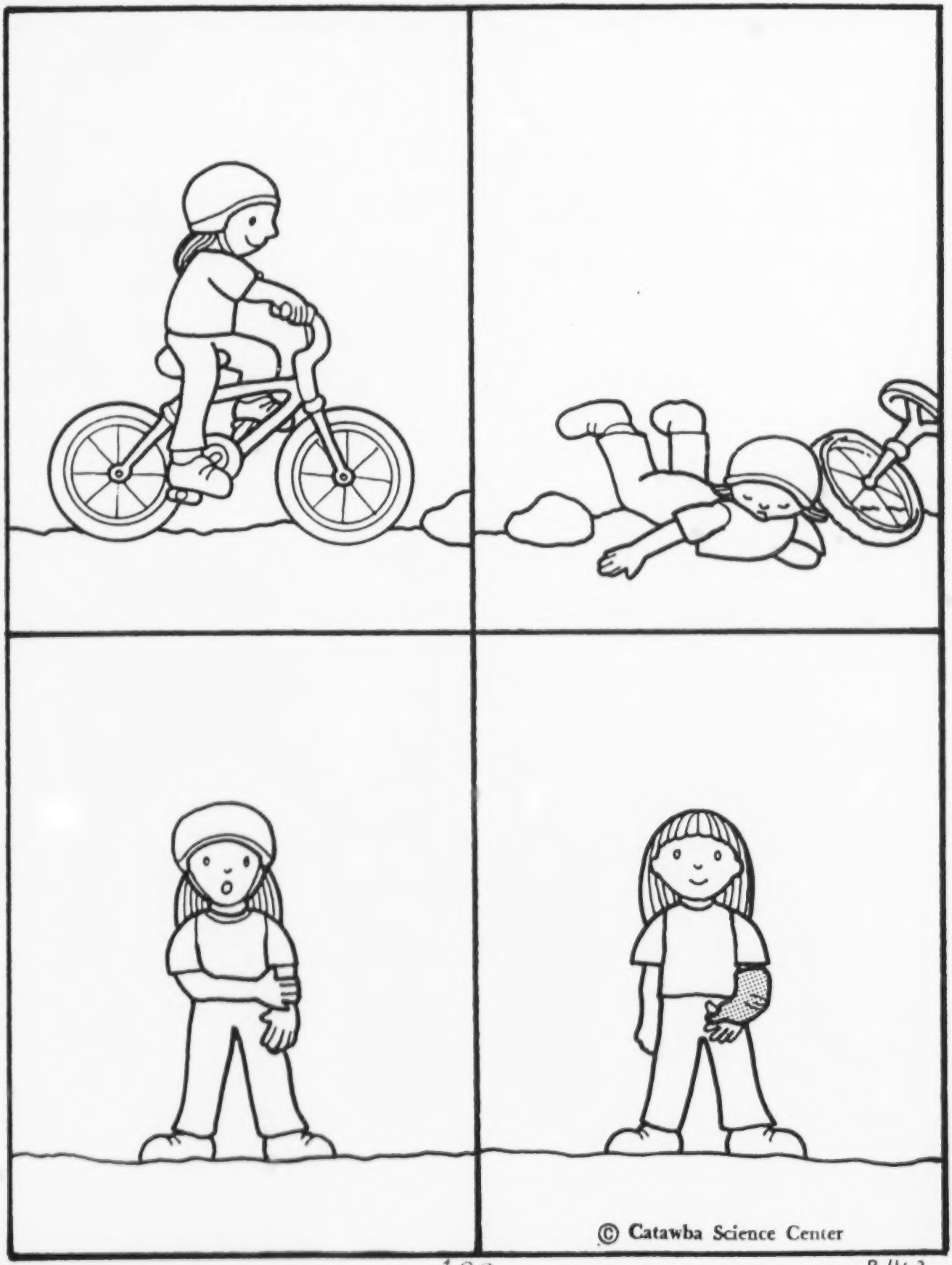


B462



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B 463

B 464

My Body

Books and Fingerplays

Three-Year-Olds
Four-Year-Olds

THE BODY
BOOKS

Face talk, hand talk, body talk by Sue Castle

Babies' bodies by Sally Kilroy

Eyes, nose, fingers toes by Ruth Krauss

Outside and Inside You by Sandra Markle

This can lick a lollipop: body riddles for kids (English and Spanish) by Joel Rothman

My Body by Angela Royston

Bellybuttons are navels by Mark Schoen

A drop of blood by Paul Showers

You can't make a move without your muscles by Paul Showers

Your skin and mine by Paul Showers

Outside, in by Clare Smallman

The bare naked book by Kathy Stinson

Ears are for hearing by Paul Showers

Look at your eyes by Paul Showers

No measles, no mumps for me by Paul Showers

Hand, hand, fingers, thumb by Al Perkins

The Ear book by Al Perkins

The Nose Book by Al Perkins

What your nose knows! by Jane Belk Moncure

The skeleton inside you by Phillip Balestrino

A book about your skeleton by Ruth Belov Gross

Skeletons! Skeletons! by Katy Hall

Who keeps us healthy? by Caroline Arnold

The Berenstain bears go to the doctor by Stan and Jan Berenstain

The Berenstain bears go to the dentist by Stan and Jan Berenstain

A shot for Baby Bear by Dorothy Corey

Doctor and nurses by Carla Greene

My friend the doctor by Jane Werner Watson

My friend the dentist by Jane Werner Watson

When I see my dentist by Susan Kucklin

When I see my doctor by Susan Kucklin

A trip to the dentist by Margot Linn

Curious George goes to the dentist

Curious George goes to the hospital

Germs make me sick! by Melvin Berger

Ouch! a book about cuts, scratches and scrapes by Melvin Berger

Why I cough, sneeze, shiver, hiccup and yawn by Melvin Berger

Look at teeth by Henry Pluckrose

My Body
Songs and Fingerplays
Resources

Finger Frolics by Liz Cromwell and Dixie Hibner, 1976
- My Fingers
- This is the Way We... (wash hands, comb hair, brush teeth...)
- Head and Shoulders
- I Wiggle
- Ten Little Fingers
- Me

More Piggy Back Songs by Jean Warren, 1984
- Wash, Wash, Wash Your Hands
- Naming the Parts of the Body
- This is the Way... (feel muscles, use our lungs, feel heart)
- The Shape-Up Song
- Snack Song
- I Brush My Teeth
- Finger Song
- Manners

Piggy Back Songs by Jean Warren, 1984
- To the Hospital
- Health Song

Ring A Ring O' Roses, Flint Public Library, Flint, MI, Revised 1977
- Here Are My Ears
- Doctor Day

Rhymes For Learning Times, by Louise Binder Scott
- My Hinges
- Parts of the Body
- The Dentist

Finger Frolics, Revised, by Liz Cromwell, Dixie Hibner, John R. Faltel, 1976
- Ready to Listen
- Getting Dressed
- Caring For an Abrasion
- Dirty Hands
- Brushing Teeth

SUGGESTED VENDORS LIST FOR MATERIALS

CALL THE NUMBER LISTED AND REQUEST A CATALOG

ABC SCHOOL SUPPLY	800-669-4222
ACE HARDWARE	(LOCAL NUMBER)
ANATOMICAL CHARTS	800-621-7500
BACK TO BASICS TOYS	800-356-5360
BUY THE BOOK	704-328-2814
CAROLINA BIOLOGICAL SUPPLY	800-334-5551
CHILDCRAFT	800-631-5652
CHIME TIME	800-477-5075
CONSTRUCTIVE PLAYTHINGS	800-448-4115
CREATIVE LEARNING	704-324-1498
CRESTWOOD COMPANY	414-352-5678
DELTA EDUCATIONAL	800-442-5444
DINO PRODUCTIONS	303-741-1587
DISCOUNT SCHOOL SUPPLIES	800-627-2829
EDMUND SCIENTIFIC	609-573-6250
ENVIRONMENTS	800-342-4453
FAO SCHWARTZ	800-426-TOYS
FOLKMANIS	510-658-7677
KAPLAN	800-334-2014
LAKESHORE	800-421-5354

MCMILLAN PUBLISHING	800-428-5331
MICHAELS ARTS AND CRAFTS	(LOCAL NUMBER)
MUSEUM PRODUCTS	800-395-5400
NATURE COMPANY	800-227-1114
NEWBRIDGE PUBLISHING	800-867-0307
RADIO SHACK	(LOCAL NUMBER)
SAFARI	800-554-5414
SAM'S CLUB	(LOCAL NUMBER)
SCIENCE AND NATURE	800-345-3555
TOYS R US	(LOCAL NUMBER)
WALMART	(LOCAL NUMBER)
WORLD BOOK	800-659-0165
YOUNG EXPLORERS	800-239-7577

PRESCHOOL MATERIALS NEEDED

MY BODY

(4-Year-Olds)

SESSION 4 - 1

External body parts flannel pieces
Skeleton for flannel board (felt or use patterns provided)
Body Bingo game
Anatomia game (use only the parts that are appropriate for young children)
Anatomy aprons
Some Body game (use only the internal body parts with which you expect young children to become familiar)
Layered Body puzzles
Two Friends floor puzzle
Assortment of fact and fiction books about body parts

SESSION 4 - 2

Miniature youth torso (from session 4-1)
Stethoscopes
Picture of human heart
Dudley functioning torso
Several types of water pumps, some w/ clear plastic tubing attached
Assortment of books
Body puzzles (from session 4-1)
What's That Noise? (book)

SESSION 4 - 3

Miniature youth torso
Dudley functioning torso
The Three Little Pigs (book)
Lung model
Lung volume kit
Spirometer
Momentary Puff switch attached to battery-operated toy
"Quiet Moments with Greg and Steve" (record)
Layered body puzzles (from session 4-1)
Assortment of books

SESSION 4 - 4

Too Much Junk Food (book)
Food pyramid flannel board set
Make-a-Meal puzzles
Food pyramid puzzles
Healthy food puzzles

Assortment of plastic healthy foods
Rubber fruit and vegetable counters
Magnetic healthy foods
Bread and Jam for Francis (book)
Gregory the Terrible Eater (book)
Assorted books about healthy foods
"Alice's Restaurant" (song by Hap Palmer)

SESSION 4 - 5

What's Inside You? (book)
Dudley functioning torso
Saltine crackers
Water
Small zipper bags
Rope (15 ft. long)
Miniature youth torso
Plastic healthy foods (from session 4-4)
Magnetic healthy foods (from session 4-4)
What Happens to a Hamburger? (book)

SESSION 4 - 6

One Bear in the Hospital (book)
X-Ray of a broken bone
Zaadi Doll
Picture of a child in a cast
Bike helmet
Goggles
Construction hat
Knee pads
Seat belt
Medicine bottle
Purple Turtles Say No, No, to Drugs (book)
People with disabilities puzzles
Health profession puzzles
Doctor, surgeon, nurse dress-up clothes
Medical kits
Block people of different abilities
Drug-free choices cards (2 sets)
Assortment of books on disabilities, health, doctors
Pictures of children with disabilities (from books)